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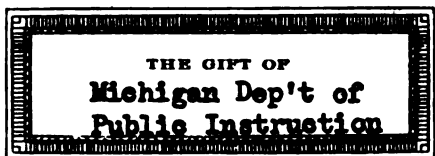
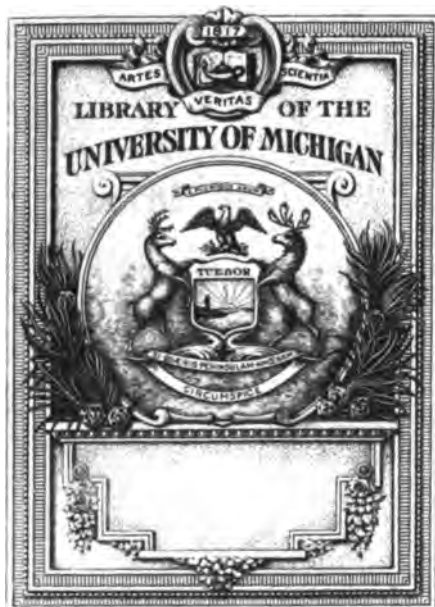
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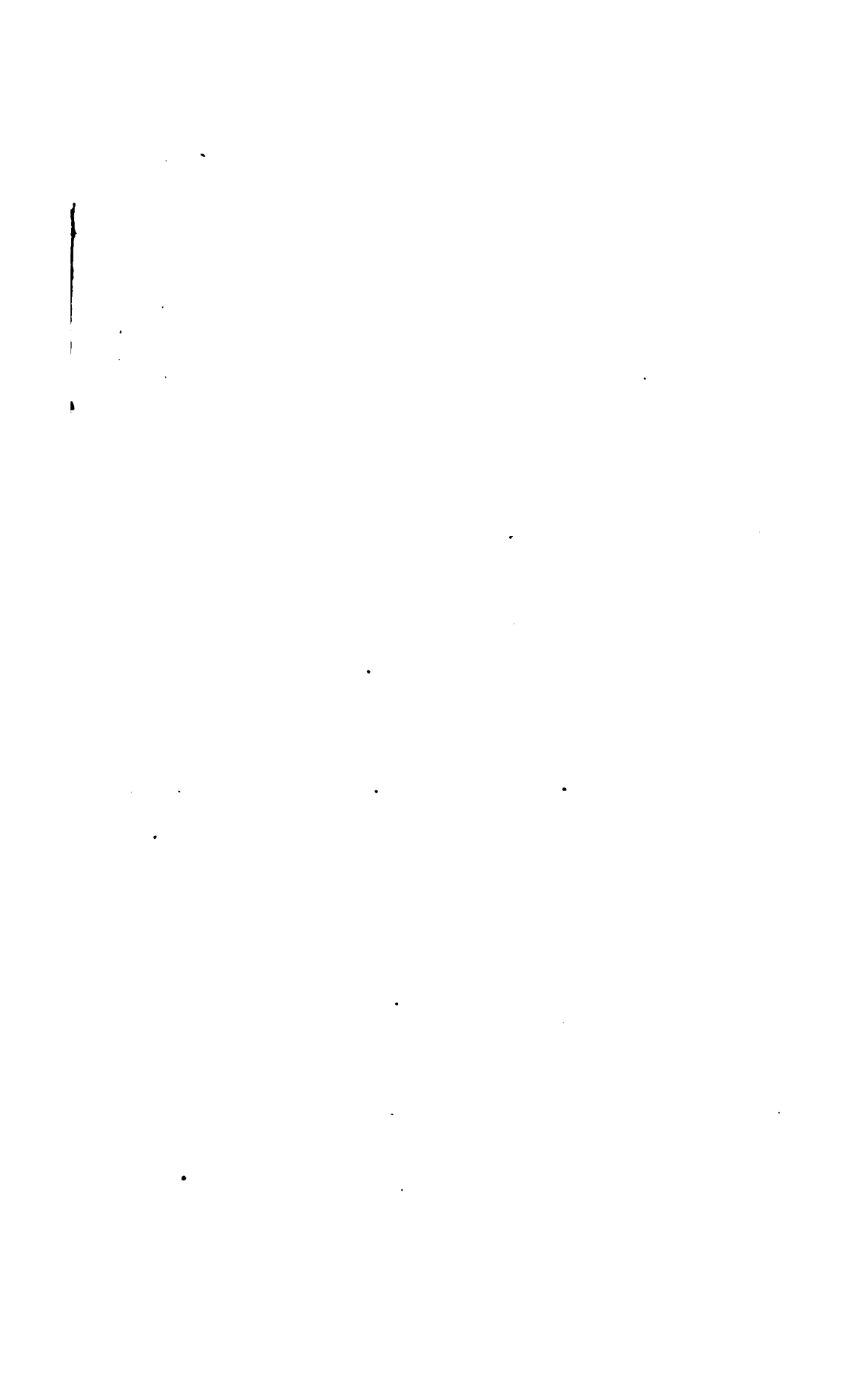
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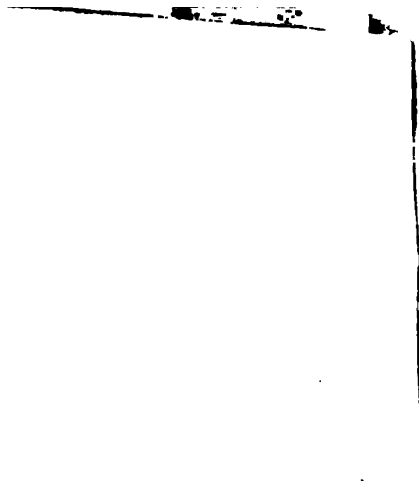
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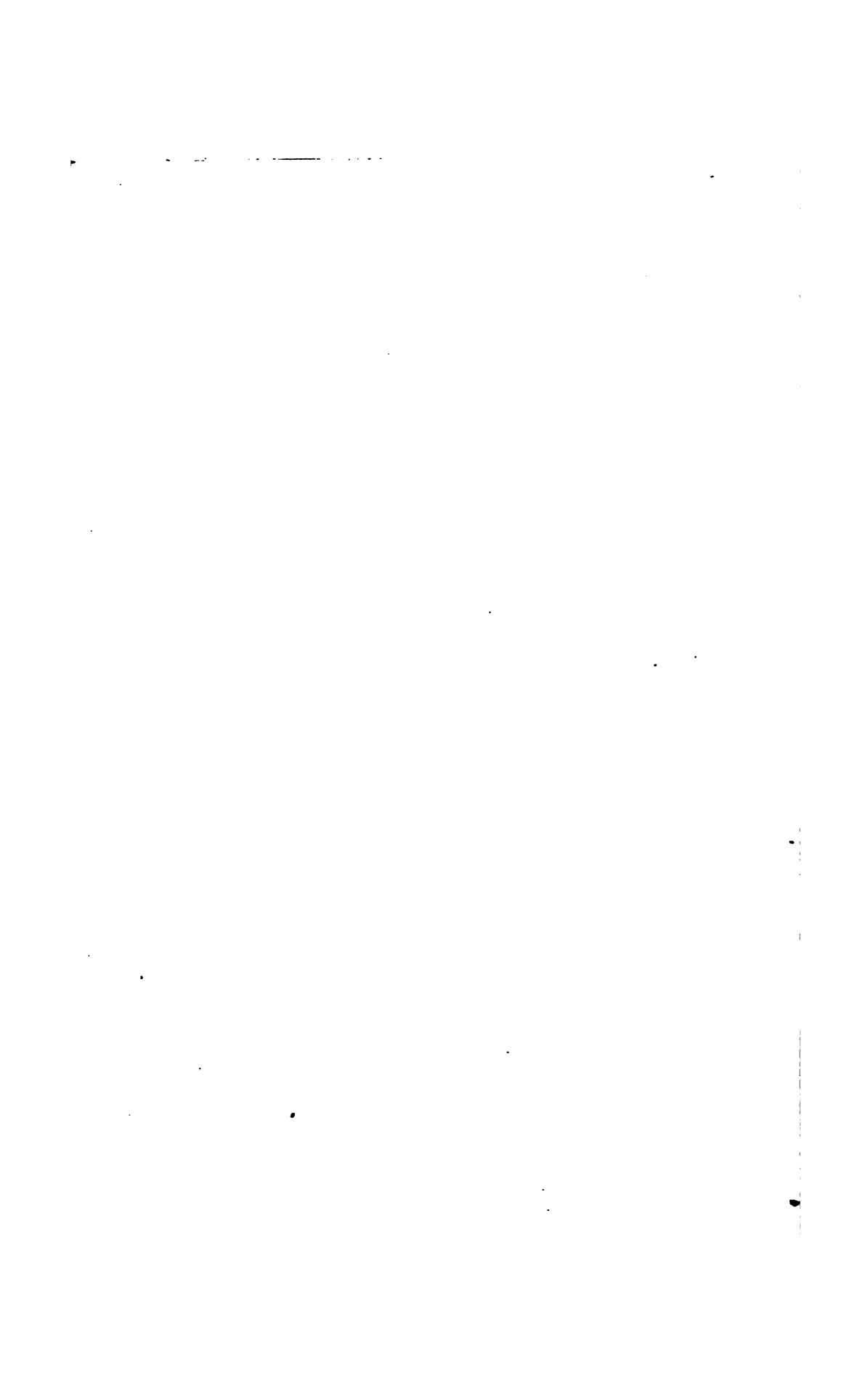
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Henry Barnard



TENTH ANNUAL REPORT
ON THE
CONDITION AND IMPROVEMENT
OF THE
COMMON SCHOOLS

AND
EDUCATIONAL INTERESTS
OF THE
DEPARTMENT OF
PUBLIC INSTRUCTION
STATE OF WISCONSIN, *Dept. of*
For the Year 1858. *public instruction*

BY LYMAN C. DRAPER,
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION.

ATWOOD & RUBLEE, PRINTERS.

1858.



GIFT
MICHIGAN DEPT. OF
PUBLIC INSTRUCTION
JUN 20 '35

OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION,

MADISON, December 10th, 1858.

TO HIS EXCELLENCY A. W. RANDALL,
Governor of the State of Wisconsin.

SIR :—I herewith transmit, through you, to the Legislature,
the Annual Report of this Department.

I have the honor to be, with much respect,

Your obedient servant,

LYMAN C. DRAPER.

TENTH ANNUAL REPORT.

TO THE LEGISLATURE :—

It is made the duty of the Superintendent of Public Instruction to report annually to the Legislature :

“An abstract of all the Common School reports received by him from the several clerks of the County Boards of Supervisors ;

“A statement of the condition of the Common Schools in this State ;

“Estimates and accounts of the expenditures of the school moneys ;

“Plans for the improvement and management of the Common School Fund, and for the better arrangement of the Common Schools ; and

“All such matters relating to his office, and the Common Schools of the State, as he shall deem it expedient to communicate.”

And furthermore, it is made the duty of the State Superintendent “to open such correspondence abroad as may enable him to obtain, so far as practicable, information relative to the system of Common Schools, and its improvements in other States and Countries, which he shall embody in his Annual Report to the Legislature ;” and he shall also “annually submit to the Legislature, with his report, a statement of his travels in making official visits during the past year, and of his expenditures for that purpose.”

In accordance with these provisions of law, I have the honor to present the TENTH ANNUAL REPORT from this Department.

ABSTRACT OF SCHOOL REPORTS.

Appended to this Report will be found a full abstract of all the reports received from the Clerks of the County Boards of Supervisors. But three counties remain to be heard from—Burnett, Dunn, and La Pointe.* Burnett has never been organized, and no report from it need be expected; Dunn county had the misfortune, early in November last, to have its Court House and county records destroyed by fire, and thus, doubtless, its report delayed. La Pointe county has never yet made a report since the organization of the State; it ought to enjoy its share in the benefits of the School Fund apportionment. I have repeatedly written to the clerks of the Boards of Supervisors of both Dunn and La Pointe counties, urging them, notwithstanding their delay, still to send in their reports.

As the value of such statistics depends much upon the contrasts we make of them, I shall proceed to point out briefly some of the lessons they are calculated to teach us.

Number of Children.—The whole number of children reported between the ages of four and twenty years, adding for Dunn county 421, the same as last year, is 264,078—showing an increase over last year of 22,538. Last year's increase over the year preceding was 27,659; so this year exhibits a less increase by 5,126 than its predecessor. It may astonish not a few to learn, that according to the most recent statistics at command, only the States of New York, Pennsylvania, Ohio, Illinois and Indiana—and in this relative order—surpass Wisconsin in their number of reported children of school age. Were the 264,078 children of this State to form in single file, allowing each a space of four feet, they would make a continuous army *two hundred miles* in length! What an array of children,—the future hope of the State! Their educational welfare is a matter of immense importance; and it behooves the Legislature to perform their solemn and weighty responsibilities to these children that their right education may add millions to the wealth of the State.

School Attendance.—Last year the total number of children of school age was 241,545, of which 158,613 attended school. This year, out of 264,078, there has been a reported attendance of 167,110—thus showing that last year there were 87,932 children in the State who did not attend school, and 96,968 of the same class this year. Some of these reported as non-attendants at the public schools, have attended private schools, academies and col-

* La Pointe County has since reported.

leges, while ill-health and other causes have prevented the attendance of others. Still, after making all reasonable deductions for these causes, it will be found that about *one third* of all our youth of school age are not availing themselves of the benefits of the education provided for all. This is to be lamented. Yet even this is a decided improvement since the organization of the school system of the State; for the First Annual Report of this Department exhibited, in round numbers, only 32,000 out of 70,000 children as attending school—considerably less than half. The last Report of the School Commissioner of Ohio, shows considerably less than one half of the school children of the State attending the public schools; in Maine less than half; in Indiana the same; in Illinois, by the report of 1849, less than one quarter; in New York and Massachusetts about three fourths. We are, then, doing in this particular as well as the average; but we should not be satisfied, so long as there is a possibility of doing better. Nearly a hundred thousand children in Wisconsin growing up in ignorance, fit subjects for crime and misery, and fit candidates for the penitentiary! It ought not so to be.

What is the remedy? I confess it is not altogether clear.—The idea of compulsory measures to secure more general attendance, is not exactly suited to the genius of our free government. A late writer upon this subject remarks: "In many of the European States, parents are compelled to send their children to school. In Prussia, absentees are liable to full school fees, and a fine or a day's labor in compensation. In Saxony, nothing is an excuse for absence from school but sickness, and attendance is compelled by fine and imprisonment.—In Hanover, the ecclesiastical authorities are charged with the inspection of schools, where every child from the age of six is required to attend, unless sufficiently instructed elsewhere. In Bavaria, no child is allowed to leave school until he has arrived at the age of twelve years, and then not without an examination and a certificate, which is necessary to apprenticeship and marriage. In Austria, all the children from the age of six years must go to school till they are twelve years of age. A Commissioner from the French Government, who has been examining the school systems of Germany, urges the necessity of compulsory instruction—of some system which shall compel the attendance upon instruction of some kind of all the children of the State. If it is wise in the State to take authority out of the parents' hands, it is in such a case as this. Education makes the citizen, and the evils of ignorance, or a misdirected education, do not fall simply upon individuals, but are entailed upon society." In Massachusetts, which shows so large an attendance,

every person who does not send his child, between the ages of eight and fourteen years, to school, at least twelve weeks, of which six weeks shall be consecutive, during each year, is subject to a fine of twenty dollars, unless rendering a sufficient excuse.

While our State is probably not yet prepared to adopt compulsory measures, I would respectfully suggest whether persuasive influences may not be resorted to with profit? Some States are agitating the idea, whether apportioning their School Funds, not to the whole number of children, but to the *attendance*, might not prove an incentive to the districts to secure as full an attendance as possible? Hon. HENRY BARNARD suggests, whether this proposition might not be combined with the present practice—say one half of the amount apportioned to go to the whole number of children, and the other half to attendance; and, furthermore, whether the longer and more punctually parents send their children to school, the less in proportion should be their local school tax? We should be thus holding out powerful motives for attendance. If it should be thought, that this mixed system of apportioning the School money would not be in accordance with the provisions of the Constitution, an amendment to that instrument, in a matter of so vital importance, might be deemed not only necessary, but indispensable to the best interests of the people.

Length of Schools.—The first School Report of this State, nine years ago, gave a trifle less than four months as the average length of time the schools in the State were taught. This average has steadily increased, until this year's statistics show five and three-fifths months. Out of fifty-two Counties reported, thirty-five of them exhibit an average of from five to eight months and three quarters; fourteen others range from four to five months, and three Counties less than four months. It is unquestionably a struggle for not a few of the frontier districts to provide the necessary means to maintain even a three month's school; yet does not the general cause of education demand that the State should take a step in advance, and require a four month's school to be kept, in order to share in the School Fund apportionment? Such an amendment would not, I should think, conflict with the Constitution, which requires "at least a three month's" school—this is simply the minimum, and by the same article it is provided, that "provisions shall be made by law for the distribution of the income of the School Fund;" and among such provisions it would, I should conceive, be eminently proper, and strictly within the province of the Legislature, to elevate the standard of the best interests of education, rather suggest a six month school; the poor people in the sparsely settled

tled frontiers, struggling as they are with poverty; and should greatly fear that such an extension at present, like an excessive tariff, would prove prohibitory in its operation, and thus deprive them of schools altogether. But an extension to four months, I believe, would not be oppressive, but would prove a powerful impetus to the great cause of education in our State.

Number of Districts.—The number of separate districts in the State is 3,181, and 1,566 parts of districts, which form joint districts—and estimating two and a half parts as equal to a district, we shall have 626 to add to the 3,181, giving a grand total of 3,807 districts. Last year there were reported 3,018 districts, 1,360 parts or 544 joint districts, making altogether 3,562 districts. There is an increase of 245 districts over last year; and the total number has very nearly doubled since the organization of the State. This increase has resulted from an extension of our settlements, and also from the very injurious practice of dividing and thus ensmalling their number.

Number and value of School Houses.—Nine years ago, when the first School Report was made, 674 school houses were reported, nearly one half of which were of log construction; last year the total number was 2,945; this year 3,482, of which something over one third are logs—increase of school houses over last year 537.

The total valuation of the school house property of Wisconsin nine years ago was \$75,810 75; last year, \$863,478 49; this year, \$1,127,191 69—increase in valuation since last year, \$2,3713 20. The 3,482 school houses in the State range in value as duly reported to this Department, from one cent to \$23,000—averaging \$321 53. Milwaukee reports the most costly school house, \$28,000; Janesville one at \$25,000; Racine one at \$12,000; Dodge, Kenosha and La Crosse, one each at \$10,000; Sheboygan and Waukesha, one each at \$8,000; Dane one at \$6,000; Grant, Jefferson and Outagamie, one each at \$5,000; Brown, Portage and Winnebago, one each at \$4,000; Fond du Lac, Green, Ozaukee, Richland and Sauk, one each at \$3,000; and Manitowoc, Eau Claire, Juneau and Waushara, one each at \$2,000. It is highly creditable to the liberality and enlightened zeal of these several localities, that they have done so nobly in this direction; and especially so to the new frontier counties of La Crosse, Outagamie, Portage, Richland, Sauk, Eau Claire, Juneau and Waushara. Other frontier counties have also done exceedingly well—Green Lake, one school house, \$2,500; Pierce and St. Croix one each, at \$1,500; Bad Ax, one at \$1,800; and Chippewa, one at \$1,225.

Nine years ago there were 511 school house sites containing less than an acre; last year, 2,369; this year, 3,060—increase over last year nearly 700. There would appear to be something

over 700 school house sites containing an acre or more. There were, nine years since, 582 school house sites uninclosed; last year, 2,470; this year, 3,099—showing only about 700 school house sites enclosed, or one in about every five and a half. This exhibits a sad neglect; for where there are no enclosures, we can hardly expect that any attention has been paid to shade trees, and other out door culture and neatness, so well calculated to add charms and attractions to the school house and its surroundings. But few of us fully realize the influence of these apparently minor matters, in either attracting the youthful mind to, or repelling it from, the school and all its attendant blessings.

There were, nine years ago, 331 school houses without black-boards; last year, 940; and this year, 1,072—thus showing nearly ly one quarter of the school houses destitute of this very important appendage. Nine years since, 474 schoolhouses were without out-line maps; last year, 2,482; and this year, 2,846—thus showing nearly two-fifths of the school houses destitute.

Teachers' Wages.—Nine years ago, the average of wages paid to male teachers per month was \$15 22, and to female teachers \$6 92; last year to male teachers \$24 60, and to female teachers \$15 16; and this year to male teachers \$27 02, and to female teachers \$14 92—an increase on male teachers of \$2 42, and a decrease on female teachers of 24 cents. In Douglas county, the highest wages were this year paid to a male teacher, \$50 per month; in Buffalo county the lowest, \$20 41; while in Douglas county also the highest wages were paid to a female teacher, \$29 00, and in Adams the lowest, \$9 68. It will be seen, that in the course of nine years teachers' wages have very nearly doubled—the wages of female teachers more than doubled; and this may be regarded as a fair index of the advanced character of the schools themselves, and the value of the instruction imparted. The following table exhibits the gratifying progress made from 1849 to the present time:

Years.	Average am't paid Male Teachers.	Average am't paid Female Teachers.
1849.....	\$15 22	\$6 92
1850.....	17 14	8 97
1851.....	17 15	8 35
1852.....	15 83	8 64
1853.....	18 17	9 84
1854.....	18 75	11 00
1855.....	23 10	12 06
1856.....	25 88	13 80
1857.....	24 60	15 16
1858.....	27 02	14 92

School Libraries.—The total number of School District Libraries reported last year, 1,108; this year 1,375—increase 272; total number of volumes last year 28,628; this year 38,755—apparent increase 10,127 volumes. Judging from the fact that more counties this year report an increase in their libraries, than report money expended for the purpose, it is reasonable to presume that either all the expenditure for books is not reported, or that books were returned this year which were neglected last year. So that it is not possible to get at the amount really expended for library purposes. Last year 19,504 volumes were loaned for reading; this year 34,104—showing the very marked increase over last year of 14,600 volumes loaned to readers. From 1849 to the present time, there has been an average of less than a volume a year added to the School District Libraries of the State—a fact that should not only cause profound regret, but arouse us to the absolute necessity of some improved School Library system. Impressed with the uncommon importance of this matter, special pains have been taken, by personal visits and correspondence, to learn the practical workings of the library systems of other States; and this whole subject will be presented, in a subsequent part of this Report, in all its bearings, together with such practical deductions as the facts and experiences grouped together would seem to warrant.

These educational facts, as a whole, show that we are making progress in Wisconsin. Schools and school-houses, pupils and attendance, are steadily increasing; and the increased demand for better qualified teachers, and the increased wages they receive for their services, are gratifying and unmistakable evidences that the good work is gradually advancing and improving. The establishment of Normal Schools, the growing interest manifested in the Teachers' State Convention, together with the measure of success and usefulness attendant upon the *Wisconsin Journal of Education*, are so many additional evidences of progress, which should not be lightly esteemed or overlooked in making up the general estimate of the onward march of education in Wisconsin. That cause which last year expended for teachers' wages alone over *two hundred and seventy thousand dollars*, and this year over *three hundred and thirty-four thousand dollars*—over \$64,000 this year more than the last, and over six hundred thousand dollars during the two years together, is one which very properly claims the warm sympathies and zealous efforts of every true son of Wisconsin, both in and out of the Legislature.

EDUCATION—how vast the significance of that single word! It conveys to us the idea of the mental training of millions of children who are soon to fill the places we now occupy. "Each one of these millions," suggests HORACE MANN, "with a fitting

education, is capable of adding something to the sum of human happiness, and subtracting something from the sum of human misery; and many great souls amongst them there are, who may become instruments of turning the course of nations, as the rivers of waters are turned."

Important as all concede it to be, yet how little earnest attention is given by the mass of our people, by parents and by legislators, to the subject of education. It vitally concerns us all, and yet few seem to realize the ever-living fact. "Improvements in useful, and often in useless arts, command solid prices,—twenty, fifty, or even a hundred thousand dollars,—while improvements in education, in the means of obtaining new guaranties for the permanence of all we hold dear, and for making our children and our childrens' children wiser and happier,—these are scarcely topics of conversation or inquiry."

The total expenditures of our State for the nine years since its organization up to the first of January last, was, in round numbers, one million and nine hundred thousand dollars; while the total amount of the School Fund income apportioned to the several towns, including the apportionment in April last, amounts to \$835,320 37, which was distributed on the express condition of at least half the amount being levied and collected by the several districts enjoying this educational bounty, which would at least add one half to making it \$1,252,980 55. It would be a very moderate estimate to say, that during these nine years past at least fifty per cent. more has been raised by taxation for school purposes in Wisconsin than has been actually required in order to share the State bounty, which would bring up the grand total expended for common schools since the organization of the State to over a million and a half of dollars, together with over a million of dollars more for school-house property—thus exceeding, by more than one-quarter, all other State expenditures for the same period put together. Is not, then, the educational interest of our State, in its pecuniary aspect alone, one of immense importance? It may well be asked, with the learned Bishop BERKELEY, "whether a wise State hath any interest nearer heart than the education of youth?" The education of the people should receive far greater attention from our legislators than is ordinarily bestowed upon it; for, I will venture to say, that in each successive session of two or three months of the Legislature, scarcely as many days are devoted to the paramount claims and mighty interests connected with the education of all the children of the State.

"Now, sir," exclaims the eloquent EDWARD EVERETT, "I am coming to the point which I wish to illustrate; and it is this: What none but a madman would knowingly do to his body; what

no known community of men, raised above the abjectest level of savage life, and placed on a soil and in a climate that yield a competent supply of wholesome food, has ever done to the perishing corporeal frame ; what no parent, in whose bosom the last drop of the milk of human kindness and natural love was not dried up, would do to his child,—that is done, and permitted to be done, without scruple and without rebuke, to the immortal intellect ; and this in enlightened lands and in Christian communities, composed of men who know that they have not only minds to enlighten, but souls to save. I say the monstrous and unnatural cruelty, never practised to himself or another, as far as the body is concerned, unless by an idiot or a savage, is daily, constantly, remorselessly, practised upon that which excels the body, by all the difference between mind and matter, spirit and clay, heaven and earth.

“The body is not starved, except in cases of cruel necessity. Not starved ? It is nourished and pampered by whatever can provoke or satisfy the appetite ; the healthy child is nursed and nourished up into the healthy man ; the tiny fingers, which now weary with the weight of the rattle, will be trained up to a grasp of steel ; the little limbs will learn to stretch, unfatigued, over plain and mountain ; while the inward intellectual being will be allowed to remain unnourished, neglected, and stunted. A reason, capable of being nurtured into the vigorous apprehension of all truth, will remain uninformed and torpid, at the mercy of low prejudice and error. A capacity, which might have explored nature, mastered its secrets, and weighed the orbs of heaven in the golden scales of science, shall pass through life, clouded with superstition, ignorant of the most familiar truth, unconscious of its own heavenly nature. There is the body of a man, sound, athletic, well-proportioned ; but the mind within is puny, dwarfed, and starved. Could we perceive it with our bodily sight, we should pity it. Could the natural eye measure the contrast between a fully-developed and harmoniously-proportioned intellect, on the one hand, and a blighted, stunted, distorted, sickly, understanding, on the other, even as it compares a diseased and shrivelled form with the manly expansion and vigorous development of health, we should be moved with compassion ; but, so completely do we allow ourselves to be the slaves of material sense, that many a parent, who would feel himself incapable of depriving a child of a single meal, will let him grow up, without ever approaching the banquet of useful, quickening knowledge.

“I know, sir, these are figures of speech. The mind does not grow by food, nor languish for want of it ; but these similitudes are the only means we have of discoursing of the intellec-

tual nature. I know not to what else we can better liken the strong appetite of the mind for improvement, than to a hunger and thirst after knowledge and truth ; nor how we can better describe the province of education, than to say, it does that for the intellect, which is done for the body, when it receives the care and nourishment which are necessary for its growth, health and strength. From this comparison, I think I derive new views of the importance of education. It is now a solemn duty, a tender, sacred trust. What ! sir, feed a child's body, and let his soul hunger ! pamper his limbs, and starve his faculties !—Plant the earth, cover a thousand hills with your droves of cattle, pursue the fish to their hiding places in the sea, and spread out your wheat fields across the plain, in order to supply the wants of that body, which will soon be as cold and as senseless as their poorest clod, and let the pure spiritual essence within you, with all its glorious capacities for improvement, languish and pine ! What ! build factories, turn in rivers upon the water-wheels, unchain the imprisoned spirits of steam, to weave a garment for the body, and let the soul remain unadorned and naked ! What ! send out your vessels to the farthest ocean, and make battle with the monsters of the deep, in order to obtain the means of lighting up your dwellings and workshops, and prolonging the hours of labor for the meat that perisheth, and permit that vital spark, which God has kindled, which He has intrusted to our care, to be fanned into a bright and heavenly flame,—permit it, I say, to languish and go out !

“But leaving,” remarks Mr. EVERETT elsewhere, “all attempt to magnify the work of education, by pointing out the astonishing results to which it guides the well-trained mind, a much shorter method might be pursued with one who needed to be impressed with its importance. I would take such an one to a place of instruction, to a school, to a child's school, (for there is no step in the process more important than the first,) and I would say, in those faint sparks of intelligence just brightening over the rudiments of learning, you behold the germ of so many rational and immortal spirits. In a few years, you and I, and all now on the stage, shall have passed away ; and there on those little seats, primer in hand, are arranged our successors. Yes, when the volume of natural science, and Nature with it, shall have vanished,—when the longest periods of human history shall have run together to a point,—those infant children will have ripened into immortal beings, looking back from the mansions of eternity, with joy or sorrow, on the direction given to their intellectual and moral natures in the dawn of their existence ! If there is any one not deeply impressed, by this single reflection, with the importance of education, he is beyond the reach of any-

thing that can be urged, by way either of illustration or argument."

THE SCHOOL FUND.

It is one of the duties imposed by law on the Superintendent of Public Instruction, to propose "plans for the improvement and management of the Common School Fund." In compliance with a resolution of the Assembly, at its last session, I had occasion to enter quite fully into this matter, and shall now proceed to its re-examination, making such additions and modifications as the change of circumstances seems to require. Some of the statistics come down no later than in April last—relating chiefly to land sales; but as few lands have since been sold or pre-empted, the aggregates will remain about the same, and can in no case materially effect the general result.

The School Fund proper, after deducting the amount set apart for Normal School purposes, amounted, on the 1st of October last, to \$2,845,846 84—considerably less than the year preceding, owing to the diversion from the Fund of \$261,598 54 to the Drainage Fund. The interest on the present School Fund, at 7 per cent., is \$199,212 04. There is now in the treasury the sum of \$40,790 07 of School Fund income; adding this to the interest due prior to 5th of March next, and we should have a total of \$240,002 11 for the next apportionment. This, as experience shows, cannot all be collected. Last year the figures pointed out fifty thousand dollars more than was actually paid in, in time for the apportionment. If we have \$190,000 to appropriate in March next, it will probably be as much as can reasonably be expected; and this sum would give about seventy-two cents to each child, of school age, in the State. It would not be safe to estimate more.

SOURCES OF AUGMENTING THE SCHOOL FUND.

The sources of increasing the School Fund, as already provided, are—25 per cent. of the net proceeds of the sale of the Swamp Lands; five per cent. net proceeds of the sale of Government lands in Wisconsin; and the sale of the remaining unsold School Lands—the item of fines, penalties and forfeitures being too unimportant to take into the account in a general estimate of this kind. Let us look carefully at these several sources, and see what may reasonably be estimated as the ultimate amount of the School Fund, when all these additions shall have been made:

Swamp Land Grant.—The total amount of the Swamp Land Grant, can only be approximately estimated. In the report of the

Commissioner of the General Land Office of 1857, there appear to be 2,350,000 acres of the Wisconsin surveys returned, and entered on the plats of that office, as swamp lands, and set apart as such under the Act of 1850. Only 1,674,588 acres have as yet been patented to the State. But in the report of the Commissioner of the General Land Office just made, it appears that there are 2,827,199 acres of Swamp and Overflowed lands, under the act of 1850, upon which patents, and lists having the effect of patents, have been already issued to our State. Gov. BASHFORD, in his last annual message, estimated the whole amount to which the State would be ultimately entitled under this Grant, at not less than two and a half millions of acres; but it has already proved to be much more than that, and there is as yet a large region of country unsurveyed by Government, and also a large quantity of lands not yet reported as Swamp Lands, which must eventually be placed in that category, and inure to the State. From the best information I can gain from the officers having in charge the Swamp Land Department, and from surveyors and others, intimately acquainted with the northern region of our State, I think we may safely place the total amount of the Swamp Land Grant, at not less than three millions of acres. The more sanguine place it as high as four millions; but I think it would be most prudent, in making estimates, not to place it higher than three millions. As the remaining portion of this Grant must necessarily be located principally in the remote wilderness region between our northern settlements and Lake Superior, it cannot reasonably be expected to realize so much per acre as that already sold, and the expenses of sale are to be deducted; hence, probably a dollar and ten cents per acre, after deducting expenses, is as high as it should be estimated. Deducting from the estimated 3,000,000 of acres, the 916,516 acres already sold, and we have left 2,083,484 acres, which netting \$1 10 per acre, would realize the sum of \$2,291,882.40—adding one-quarter of which to the School Fund, would be \$572,958 10.

School Lands Unsold.—There appear to be unsold about 381 of the sixteenth or school sections, lying mostly north of township line 30, and thus mostly in regions yet only partially surveyed—which would be 248,840 acres, and which, at the minimum price of \$1 25 per acre, would realize \$304,800 00. None, I believe, of the 500,000 acre school tract, remains unsold. Of the Selected Lands, selected in lieu of the 500,000 acre school grant, only about 8,000 acres remain unsold, which at the minimum value would realize \$10,000 00.

Five per cent. proceeds.—Wisconsin, by its Constitution and admission into the Union, fully sanctioned by the General Gov-

ernment, is entitled to five per centum of the net proceeds of the sales of public lands in the State. But \$22,537 56 is all that has been paid of this fund—the last payment having been made August 28th, 1850. Its unjust detention since that time, and the reasons assigned for it, are well known, and need not, in detail, be repeated here. Suffice it to say, that by the Rock River Canal land grant of 140,000 acres, in 1838, the then Territory, and future State, of Wisconsin, were made a trustee, and held responsible for the proper application of the trust for the sole purpose of constructing and maintaining a canal from Rock River to Milwaukee. From various causes, not necessary here to notice, the Canal Company, after four years' efforts, practically abandoned the enterprise, after having disposed of some 43,000 acres of the land, at \$2 50 per acre, as the grant required, and used some of the proceeds in surveys, labor and material. The canal was not made, and the remainder of the lands was sold by the Territory, and the proceeds, together with the dues collected on lands sold on credit by the Canal Company, were appropriated to Territorial expenses, which the General Government was justly bound to liquidate. Notwithstanding this position of the affair, when Wisconsin became a State, Congress admitted her into the Union, with a pledge that she should be made the trestee, the same as other new States, of the five per cent. net proceeds of the sales of all public lands within her borders, for the special purpose of educating all her children. But, as we have seen, this has unjustly been withheld for a period of over eight years, as well also as 140,000 acres of the 500,000 acre tract of school lands to which the State was entitled—as an offset for the 140,000 acres granted for the construction of the Rock River Canal, for which an arbitrary charge of two dollars and fifty cents per acre was made against the State.

Various efforts have been made in past years, without success, to obtain these moneys and lands, so long and so wrongfully withheld by the General Government. During the past season, Col. D. W. JONES, the Secretary of State, made application to the proper Departments at Washington, and prosecuted the matter with his accustomed vigor and energy. He had made himself familiar with the whole subject, and pressed our claims with such an array of facts, and show of justice, that they could not well be longer denied. It was shown, that the Territorial Legislature had, in good faith, assigned the canal grant to the company which had petitioned Congress for it—a company composed of men believed to be responsible and enterprising; and that the acts of the Territorial Legislature, as is required of all Territorial legislation, were laid before Congress for their approval or disapproval, and this one relative to the canal grant among the num-

ber, and as no word of opposition was uttered, it hence follows that this disposition of the canal grant was tacitly endorsed and approved by the General Government, and it was not till twelve years afterwards that any complaint was intimated. In consequence of the poverty of the Territory and people twenty years ago, the company failed to raise the necessary means, and consequently failed in their purpose of constructing the canal. Yet the same men in part, under a new organization, constructed a first class railroad not only over very nearly the same region from Milwaukee to Rock River, but have extended it to the Mississippi; and that in this high northern latitude, where a canal would be frozen up nearly one half of each year, the railroad was much the more suitable and serviceable, and far more satisfactory to the people, for whose benefit the canal was designed; and that for the transportation of United States troops, munitions of war, or supplies for the upper Mississippi garrisons, a railroad furnishes a far more speedy mode of conveyance than any canal, besides providing an uninterrupted winter as well as summer communication. That this railroad, which has been extended to the Mississippi *via* Madison, and nearly so *via* Monroe, Green county, has given a powerful impetus to the trade and travel of the State, and must have been the means of hundreds of thousands of acres of public lands finding an early market, which they would not otherwise have done for many years; and that the total amount derived by Government from sales of public lands in Wisconsin has reached, in round numbers, the large sum of *twelve millions* of dollars. That in making the canal grant, the Government reserved alternate sections along the route of the canal, and sold them, or many of them, at two dollars and fifty cents per acre; so that, in a pecuniary point of view, Government lost nothing by the operation, as she got from the citizens of Wisconsin as much, or nearly as much, for the alternate sections alone, as she would at the usual Government rates, have obtained for those sections and the grant together; and the people of Wisconsin secured a railroad, which has been far better to them, and far better to the Government, than a dozen such canals as the one contemplated.

That the Territory, under the circumstances, did the very best it could—acted in good faith throughout, and saved much of the grant from the company, and devoted the proceeds to the expenses of the Territorial government, which were justly chargeable to the General Government. That even if the Territory had culpably failed on its part, as trustee, to fulfil, or cause to be fulfilled, the terms of the grant,—or even if adjusted, and the State was admitted to be indebted to the General Government for the full amount claimed—still the General Government had

no shadow of a right to withhold a trust sacredly pledged by permanent enactment, and by a solemn sanction of our Constitution, for the education of the children of Wisconsin for all time to come; that, therefore, this five per cent. fund should have been paid over to the State, not as a gift, or debt, due Wisconsin, but as a trust, so made by special contract, for a special educational purpose; and that, if the State was justly indebted to the General Government, which is not admitted, then the State should pay it, not out of the School Fund, which it could not do, but out of its general fund raised by taxation from the people.

By arguments such as these, Col. JONES at length got the claim for the full amount of the five per cent. net proceeds of sales of public lands in Wisconsin, up to 1st of January, 1858, passed through the General Land Office, and Auditor's Departments, and only wanting the approval of the Secretary of the Treasury, which that officer withheld simply on the ground, that as the amount was large (some \$270,000) he wished to consult the President before acting in the matter, who was then absent from the Federal city. Serious illness in Col. JONES' family at the time, compelled him to leave for home before the President's return. And thus the matter has rested.

I may add, in this connection, that I have been advised by Hon. CHARLES H. LARRABEE, one of our members elect to Congress, that he will shortly visit Washington, and push this claim, if possible, to an early allowance; and from his persistent manner, and attention to public business, there is great hope of early success, both with regard to the five per cent. fund, and the 140,000 acres withheld of the 500,000 acre school tract. If the former is allowed, as, it seems to me, it must be, sooner or later, then there can be no valid reason for longer withholding the latter. When these claims are allowed, together with the addition to the five per cent. fund which has accrued since the 1st of January last, and should the 140,000 acres be judiciously selected, I should presume that we might calculate on five hundred thousand dollars being eventually added to the School Fund from these sources.

The further addition to the School Fund from the five per cent. net proceeds of the future sales of public lands in Wisconsin, can only be approximately estimated. Taking it for granted, that there are fully as many, if not more, unsold Government lands south of township line 30, as have been sold north of that line, then there must be, at the least calculation, fourteen millions of acres of unsold Government lands in the State, after deducting the school section for each township. Deduct from this, say four millions of acres to satisfy the Railroad Grants, and two millions more for swamp lands, and we will have eight

millions of acres remaining—suppose of this that only six millions should prove saleable, and that should net only a dollar per acre, we should eventually be entitled to three hundred thousand dollars more from the General Government as the five per centum of the net proceeds of the sale of these lands.

To sum up, therefore, these several sources of revenue to the School Fund, present and prospective, will exhibit an approximation of its probable ultimate amount:

School Fund proper, as already stated,.....	\$2,845,846 34
School Sections unsold, 381, or, 243,840 acres,.....	304,800 00
Selected Lands unsold, 8,000 acres,.....	10,000 00
Five per cent. due from General Gov'm't up to Jan. 1, 1859, say	300,000 00
Five per cent. due from General Government in prospective, say,	300,000 00
Balance of Swamp Land sales, estimated,.....	572,958 10
Withheld by General Government, 140,000 acres, say	200,000 00

\$4,733,604 44

This aggregate may be diminished by the General Government continuing unjustly to withhold the five per cent. fund, together with the 140,000 acres of the original 500,000 acre school tract; and it may be increased by the Swamp Lands eventually numbering more acres, and realizing more per acre for them, than I have estimated. It would not surprise me if these lands should yield a million more dollars than here estimated—thus adding at least a quarter of a million more to the School Fund. If, therefore, all these hopes should be reasonably realized, our School Fund may yet reach, in round numbers, the sum of five millions of dollars.

We will assume, then, that five millions of dollars is the highest probable amount, with vigilant management, that we can hope to attain for the School Fund. We are apt very complacently to regard this fund as a most munificent one—so large, indeed, that it would make no perceptible difference if we should now and then make some sacrilegious foray upon it. When, in connection with this Fund, we bear in mind the large number among whom, not the principal, but the interest only, is to be annually apportioned, and still further reflect with what wonderful rapidity that number is increasing, we shall cease to regard it as a magnificent or inexhaustible Fund, but rather view it as altogether too small for the holy and mighty mission it is designed to fulfill.

According to EULER, in countries where the greater number of the people are employed in the peaceful pursuits of agriculture, with few idle and unproductive consumers, the population increases in a wonderful manner—doubling in every twelve or thirteen years. MALTHUS, in his well known work on Population, has expressed the opinion that population ought, from natural

increase, to double itself in twelve years. But Wisconsin has far out-stripped the calculations of these celebrated political economists, as the following table of the successive annual increase of children entitled to share in the School Fund apportionment, from the organization of the State to the present time, will show:

Year.	Children.	Apportionment.	Per Scholar.
1850.....	70,457	\$588 00	8,3-10 cts.
1851.....	92,163	46,908 37	50 "
1852.....	111,683	59,703 94	48 "
1853.....	123,909	56,128 31	45 "
1854.....	138,541	97,949 52	72 "
1855.....	156,405	125,906 02	80 1-2 "
1856.....	188,304	131,812 80	70 "
1857.....	213,886	141,164 76	66 "
1858.....	241,545	181,158 75	75 "
1859.....	264,077		

It will thus be seen, that the children of school age have increased with rapid and regular strides from 70,000 to 264,000, in the short space of nine years, or doubled in about every five years. If we are to be guided by the teachings of the past increase, we must learn that it will greatly outstrip in ratio the augmentation of the School Fund, however fortunate we may be in saving it from being diverted to other purposes. We have not only the natural increase, which in an agricultural State like ours, and one so highly favorable to health, is unusually large, but a very large addition by immigration, which must for many years to come continue to be a powerful element of increase.

Mr. Root, our first State Superintendent, in his First Annual Report, gave some estimates of the probable increase of children entitled to share in the school money, placing the number, in 1850, at 91,065; in 1860, at 231,898; and in 1875, at 674,817. Though doubtless regarded as chimerical at the time, these estimates were far too moderate; for the report of children up to September 1, 1857, shows ten thousand more than he had estimated for 1860. Mr. Root also intimated, that about 1860, the ratio of increase of children over the School Fund would become apparent, and that the income of that Fund would pay but little over one half the expense of educating the children of the State, and in 1875, not one-fifth the expense.

It has already been stated, that thus far the school children of the State have doubled in about every five years. Let us, however, take as a guide, the average increase of the past three years, which is 25,232. These figures will, I have no doubt, be proven by the experience of many years to come, to be rather below than above the real increase. Even this ratio of increase, for a period of twenty-five or fifty years, is wonderful, as the figures themselves will show:

Years.	Children of School age.
1859.....	264,000
1860.....	289,232
1861.....	314,464
1862.....	339,696
1863.....	364,928
1864.....	390,160
1865.....	415,392
1866.....	440,624
1867.....	465,856
1868.....	491,088
1869.....	516,320
1870.....	541,552
1871.....	566,784
1872.....	592,016
1873.....	617,248
1874.....	642,480
1875.....	667,712
1876.....	692,944
1877.....	718,176
1878.....	743,408
1879.....	768,640
1880.....	793,872
1881.....	819,004
1882.....	844,236
1883.....	869,468
1884.....	894,700
1885.....	919,932
1886.....	945,164
1887.....	970,396
1888.....	995,628
1889.....	1,020,860
1909, (fifty years hence,).....	1,525,500

These figures may appear large to some, but our past experience fully warrants the steady increase they indicate. Our own past increase from 70,000 to 264,000 children of school age, in nine years, is wonderful. The increase in Indiana from 1850 to 1856, a period of six years, was 158,000; in Illinois, from 47,895 in 1831, to 646,846 in 1856, a period of twenty-five years—an increase of about 600,000; in Ohio, from 146,440 in 1837, to 888,037 in 1857—an increase in twenty years of almost 700,000; in New York, from 449,113 in 1829, to 1,224,127, in 1854—an increase, in a period of twenty-five years, of 775,000. But, it may be said, that those are all large States. So they are, but ours is larger than three out of the four; for while Indiana has an area of 84,000 square miles, Ohio 40,000, New York 46,000, and Illinois 55,000, Wisconsin has an area of 54,000—with soil, health, timber, and minerals unsurpassed by either of her sister States. We have, then, all the facilities for growth and expansion that are possessed by any of the sisterhood of States, and may, as confidently as they, count on a large increase of population.

It seems to me quite certain, that the time is not far distant,

in consequence of the rapid increase of children in our State, when the annual apportionment of school money per scholar must begin to decrease, and continue to do so as long as our population increases in a greater ratio than the School Fund.—Indeed, it will be seen by referring to the table, that in 1855, the apportionment attained its highest per centage to the scholar, being 80 1-2 cents ; since which it has gradually decreased, the next year being only 70 cents, the year after 66 cents—while this year it rallied a little, and reached 75 cents, in consequence of the immense School and Swamp Land sales last year. The next apportionment, as already indicated, will probably not exceed 72 cents. Supposing by the most judicious management, and by the most fortunate success in augmenting the School Fund, we should have in 1889, thirty years hence, five millions of dollars, and a million of children among whom to apportion the accruing interest, we should then have, not eighty and a half cents per scholar as we had in 1855, nor seventy-five cents as this year, but only thirty-five cents to a scholar to apportion ; and fifty years hence but twenty-three cents. The less the amount apportioned per scholar, of course in the same proportion will the local school tax be lessened, as a great many of the towns barely raise a sufficient tax (one half of the amount of the previous apportionment) to entitle them to share in the School Fund distribution. It is not pleasant thus to dwell on a prospect so gloomy.

These facts—and to me they seem like stubborn facts, that cannot be successfully gainsayed, should admonish every faithful public servant of Wisconsin, who shares in the solemn responsibility of legislating for, and managing the School Fund, to act with uncommon caution, and ponder well before taking any step calculated to diminish the School Fund—a fund consecrated to the holiest of purposes.

With these facts before me, I cannot but lament the unwise policy of the last Legislature—against which I respectfully but earnestly protested—in diverting from the School Fund twenty-five per cent. of the net proceeds of the sale of the Swamp Lands, and adding it to the Drainage Fund. This latter Fund as originally constituted, embraced twenty-five per cent. of the net proceeds of the Swamp Lands, and is already becoming a large fund—large for the purpose which it is designed to accomplish—an object, let it be borne in mind, which cannot be as perpetual as the unceasing and increasing wants of education.—One-fourth of the Swamp Land Fund, cannot, as I have already estimated, be less than \$881,970 09, and it may exceed a million ; and it would yield from sixty to eighty thousand dollars annually for distribution among the favored counties entitled to

share in its bounty. This, if judiciously expended, would, in the course of fifteen or twenty years, amount to a million of dollars, and in thirty or forty years to two millions, for drainage purposes alone, without encroaching one particle on the principal. Ought not the counties more especially interested in drainage, to be satisfied with a fund which promises to yield so large a revenue, and generously restore the other twenty-five per cent. to the School Fund, from which it was taken, and where it rightfully belongs, to aid in educating their children for all coming time?

The fact should not be overlooked, that in the greater part of our State the pioneer settlers made their roads and bridges, cleared up and drained their swamps, with no Drainage Fund to aid them; and they did it too, during an early period, amid untold poverty, self-denial and hardships, in paving the way for later and more fortunate adventurers—oftentimes going from fifty to one hundred miles to mill with a single grist; at other times taking their wheat to Milwaukee to market, spending a week or more in the effort, and not realizing as much for a whole load as would pay the expenses of the trip. This class of early settlers, who, under God, have made Wisconsin what it is to-day, claim, as they have a just right to claim, the early restoration of the twenty-five per cent. net proceeds derived from the Swamp Lands, to the School Fund, and *there be left forever untouched*, so that their children and children's children may enjoy its common benefits to the latest generation. Is this unreasonable—is it asking too much, while a sufficient fund, properly husbanded, is still left for all needful drainage purposes for the newer portions of the State?

Whoever attempts to divert any portion of our sacred School Fund from its consecrated purposes of education, should feel that he is treading on holy ground. That noble Fund is the hope of our people—the *only hope* of two hundred and sixty-four thousand children now living in our midst, and of millions yet unborn. They crave the boon of education, which is their chief, as well as best, inheritance; and for that education they must ever mainly rely upon the People's Colleges, the Common Schools of our State. Those children need a fit preparation, for they must soon wield the destinies of Wisconsin. Every dollar abstracted from the School Fund, under whatever plea, will yet have to be replaced with more than compound interest, or ignorance, vice and crime will be the penalty of our children, and our children's children will have to suffer as the natural consequence of our misguided folly.

I would respectfully urge the restoration of twenty-five per cent. of the net proceeds of the sales of Swamp Lands, from the

Drainage to the School Fund ; or that it be set apart for a School Library Fund ; or, if this be not judged best, that so soon as the income of the Drainage Fund, as at present constituted, reaches the sum of sixty thousand dollars annually, all the surplus ever after be added to the School Fund income, or to a School Library Fund, as the Legislature may direct. The twenty-five per cent. of the Swamp Land proceeds transferred by act of the last Legislature from the School to the Drainage Fund, already amounts to \$261,598 54 ; and it will one day reach from eight hundred thousand to a million of dollars. If it could now be restored to the holy and perpetual purposes of education, no harm or injury would occur to the counties intended to be benefitted by drainage, for no plans are yet formed, or contracts entered into ; and the original Drainage Fund will prove abundantly ample for the object in view.

If I have urged this matter with seeming pertinacity, I may plead in justification the sentiment of LA FAYETTE in the Assembly of French Notables in 1787 :—"We are summoned," he exclaimed, "to make the truth known—I *must discharge my duty.*" Having, in the language of the Constitution, "the supervision of public instruction," and being required by law to submit to the Legislature "plans for the improvement and management of the Common School Fund," I should feel that I had unworthily shrunk from the performance of a solemn trust, had I neglected to bring this matter fully and fairly before you.—Having discharged this duty, I must leave the responsibility of the result where it justly belongs—with the representatives of the people. While other States are anxiously seeking how they may augment their School Funds, which experience is proving to be quite too inadequate for the vast mission they are expected to fulfil, we should suffer no opportunity to pass, by which we might hope to improve ours. Legislation can find no nobler object of attention than to wisely provide for the best education of the hundreds of thousands of children now in our midst, and the millions yet to follow ; for if we do this faithfully, we may rest our heads quietly upon our dying pillows, with the confident assurance, that, in this particular, we have conscientiously done our part for the future moral and intellectual well-being of the State, and the permanency of our free institutions.

SCHOOL FUNDS OF THE NEW STATES.

While speaking of our own School Fund, it may be interesting to recur to the School Funds, in the aggregate, of the new States generally, that we may see at a single glance with what provident forecast the General Government has treated the

younger children of the Republic—exercising an unceasing care, in this particular, that should shame some of our Western States to more vigilance in husbanding and augmenting the noble fund confided to their keeping.

“Did I know,” remarks Judge SWIFT in his Digest of the laws of Connecticut, “the name of the legislator, who first conceived and suggested the idea of common schools, I should pay to his memory the highest tribute of reverence and regard. I should feel for him a much higher veneration and respect, than I do for LYCURGUS and SOLON, the celebrated law-givers of Sparta and Athens. I should revere him as the greatest benefactor of the human race; because he has been the author of a provision, which, if it should be adopted in every country, would produce a happier and more important influence on the human character, than any institution which the wisdom of man has devised.”

“The system of free schools,” observes BANCROFT, “though still very imperfectly developed, has made such progress since it first dawned in Geneva and in the parishes of Scotland, that we are authorized to claim it of the future as a universal institution.” In 1685, five years after the settlement of the town, the first public or common school was established in Boston. “The schools of Boston,” nobly exclaimed Hon. GEO. S. HILLARD, “are the best jewels in her crown. If I were asked by an intelligent stranger to point out to him our most valued possessions, I would show to him—not our railroads, our ware-houses filled with the wealth of all the earth, our ships, our busy wharves and marts, where the car of commerce is ever ‘thundering loud with her ten thousand wheels;’ but I would carry him to one of our public schools, would show him its happy and intelligent children, hushed into reverent silence at their teacher’s word, or humming over their tasks with a sound like that of bees in June. I would tell him that here was the foundation on which our material prosperity was reared, that here were the elements from which we constructed the State. Here are the fountains from which flow those streams which make glad our land. The schools of Boston are dear to my heart. Though I can have no personal and immediate interest in them; though no child on earth calls me father; yet most gladly do I contribute to their support, according to my substance; and when I see a father’s eyes filled with pleasant tears as he hears the music of his child’s voice linked to some strain of poetry or burst of eloquence, I can sympathise in the feeling in which I cannot share. May the blessing of Heaven rest upon our schools. They are an object worthy of all efforts and sacrifices. We should leave nothing undone which may tend to make them more excellent and more useful. For this, we should gather into our own

stores all the harvests of experience which have been reaped from other soils."

Since the planting of the first free school in Boston, the system has expanded, until it now embraces our whole wide-spread Republic. Four millions of the youth of this country are connected with the various educational institutions in the several States of the Union; their teachers number more than a hundred thousand, and the annual current expenses are estimated to be about fourteen millions of dollars.

The new States of our Union have been favored as no other country has ever been on the face of the globe. I allude to the grand conception of dedicating the sixteenth section of every township of the public domain to the perpetual benefit and furtherance of common school education; and more recently, upon the recommendation of Hon. ROBERT J. WALKER, while Secretary of the Treasury of the United States, the granting of an additional section in each township to the newly organized States and Territories—so that under this new arrangement, California, Oregon, Washington, Utah, New Mexico, Minnesota, Kansas and Nebraska have received double the proportional amount of other Western and South Western States. It is, in the language of Hon. CALEB CUSHING, "a noble and beautiful idea of providing wise institutions for the unborn millions of the West; of anticipating their good by a sort of parental providence; and of associating together the social and the territorial development of the people, by incorporating these provisions with the land titles derived from the public domain, and making school reservations and road reservations essential parts of that policy."

Would that we knew the name of the member of the old Congress, who devised the idea, and caused it to be incorporated into the law of the land, of setting apart every sixteenth section of the public domain for a perpetual educational fund for the masses of the people. I should honor his name and memory more than those of SOLON or LYCURGUS; I should reverence his wisdom and patriotism as I do those of WASHINGTON and FRANKLIN.—But history is silent. We only know, that on the 7th May, 1784, Mr. Jefferson, as chairman of a committee for that purpose, introduced into the old Congress an ordinance for ascertaining the mode of locating and disposing of lands in the Western territory, which did not, however, pass; but it contained no provision for reservations for school purposes. Mr. Jefferson then left Congress to represent our country at the Court of France.—But on the 4th of March, 1785, another ordinance for disposing of the public lands in the West, was introduced in Congress—by whom, the printed Journals do not inform us; that on the 16th of the same month, it was re-committed to a committee

consisting of Pierce Long, of New Hampshire, Rufus King, of Massachusetts, David Howell, of Rhode Island, Wm. St. Johnson, of Connecticut, R. R. Livingston, of New York, Charles Stewart, of New Jersey, Joseph Gardner of Pennsylvania, John Henry, of Maryland, William Grayson, of Virginia, Hugh Williamson, of North Carolina, John Bull, of South Carolina, and William Houston, of Georgia. On the 14th of April following, this committee reported the ordinance—by whom reported, no clue is given ; which after being perfected, was passed the 20th of May following, and became the foundation of the existing land system of the United States.

By one of its provisions, the 16th section of every township was reserved "*for the maintenance of public schools ;*" or, in other words, one section out of every thirty-six composing each township. This same provision was incorporated in the large land sale, in 1786, to the Ohio Company ; and, the following year, in Judge Symmes' purchase. The celebrated ordinance of 1787, for the government of the Territory North-West of the river Ohio, and which confirmed the provisions of the land ordinance of 1785, further declared, that, "**RELIGION, MORALITY and KNOWLEDGE, being necessary to good government, and the happiness of mankind, SCHOOLS, and THE MEANS OF EDUCATION, SHALL BE FOREVER ENCOURAGED.**" From that day to the present, this noble policy has been confirmed and extended, till its blessings now reach even the distant shores of the Pacific, and FIFTY MILLIONS OF ACRES of the public domain have been set apart and consecrated to the high and ennobling purposes of education ; together with five per cent. of the net proceeds of the sales of all public lands in each of the States and Territories in which they are situated. If wisely husbanded, what a munificent fund this is destined eventually to become ; and yet, large as it may be, it will, with our rapidly increasing millions of children, prove greatly inadequate to the mighty work it is expected to perform.

It has been well remarked of LOUIS PHILIPPE, late King of France, one of the most sagacious and austere of sovereigns, that he had caused to be expended *forty millions* of dollars for the defence of Paris, and had placed his batteries in such positions that their shots might reach every house in the city ; and yet, at the very first movement of the people, he fled from his country with but a five franc piece in his pocket. So in all the mighty West, let the intellectual batteries of the school house be planted on every hill-top, with the special design of throwing educational shot into every dwelling. In this kind of defence, a defence of moral power, consists the welfare of our race, and the permanence of our free institutions ; and with such a defence, we shall ever prove invincible. But to accomplish this mighty

work successfully, we must exercise a constant and ever-jealous watch-care over our School Fund ; and study earnestly, in the fear of God, and love of our race, how to make that fund susceptible of "the greatest good to the greatest number."

PRIMITIVE CONDITION OF OUR ANCESTORS.

There are those among us who seldom or never truly realize the manifold blessings of education, of civil and religious liberty, and of the personal comforts we in this age are permitted to enjoy. They have some vague idea that our lot is somewhat better, perhaps, than that of our forefathers; but in precisely what particular, they cannot tell. It may, therefore, be worth the while to revert to the customs of primitive times, and see if we cannot profit by contrasting them with those of our own day.

Our Saxon ancestors once roamed the forests of Europe, subsisting on a precarious supply of the spontaneous productions of nature. Rude huts and mud houses were their common abodes. Then came the oppression of Feudalism. Men with their families, unsafe longer to live in isolated houses, were forced to place themselves under some chief or feudal lord, whose vassals they became, to whom they paid tribute for the use of the soil they rudely cultivated, and whose battles they valiantly fought.

The Normans, or Northmen, from whom our English nobility boast their descent, were literally northern pirates, who in the ninth century infested the coasts of France and England, and from Rollo, their chief, descended William the Conqueror. In Saxon and Norman times, it was a very common occurrence for the children of the English peasantry to be sold in Bristol market, like cattle, for exportation, and many were thus sent to Ireland, and some to Scotland.

The prices of lands, products, and rentals, will afford us something of an idea of the social condition of our English ancestors a few centuries ago. In the Domesday Book of the eleventh century, we learn that a carucate, or 100 acres of land, was valued at only 32 pence, and four carucates at ten English shillings, and sometimes at only eight shillings. By the Magna Charta, of 1215, ten pence was fixed as the price per day of a cart with two horses, and one shilling and two pence with three horses. In 1253, wheat sold for at 2s. 6d. per quarter of eight bushels; in 1248, the King paid 18s. 4d. for 37 sheep, or 6d. each; in 1256, brewers sold 3 gallons of beer for 1d.; in 1272, a laborer got a penny and a half per day, and a harvest man 2d.; and during that century, £20 was the income of an English Knight.

In 1300, wheat and barley brought 3s. 4d., and oats 1s. 8d. per quarter of eight bushels; a cow 6s.; a fat sheep 1s.; a hen

a penny and a half; a pair of shoes 4d.; and labor from one and a half to two pennies per day. In 1814, Parliament fixed the price of a fat ox at 16s.; a cow 12s.; a fat hog 8s. 4d.; a sheep 1s. 2d.; a couple of chickens 1d.; a goose 2 1-2d.; and eggs half a penny per dozen. Arable land, in Kent county, rented from 3d. to 6d. per acre; pasture at 1d.; and meadow from 4d. to 10d.

In the middle of the 14th century, wine was 4d. per gallon; wool 2s. per stone of fourteen pounds; Kendal cloth, from 3s. 4d. to 5s. per whole piece; wheat from 4s. to 6s. per quarter of eight bushels. In 1500, oats were 2s. per quarter, and wheat 6s.; ale 2d. per gallon; and labor 2 1-2d. to 3 1-2d. per day. In the 16th century, in the reign of Queen Elizabeth, a house in a country town rented for 4s. to 6s. per annum, and the purchase was £5. or £6.; wheat 1s. a bushel; malt and oats 7d.; an ox 26s.; a fat sheep 2s. 10d.; claret and red port 3d. a quart; and labor 4d. to 6d. per day. During the civil wars, wheat averaged £3 12s. per quarter; at the Revolution it was £1 19s. In the seventeenth century, common laborers received 4d. per day with food, or eight pence without food, and 6d. per day was all that could be earned by the weaver by hard labor at the loom; wheat was then 50s. per quarter; native horses, though serviceable, were held in small esteem, and brought low prices, not more than 50s. each. One half of the common people in the seventeenth century ate animal food only twice a week, while the other half ate none at all, or at most not oftener than once a week. The great majority of the English people lived almost entirely on rye, barley and oats. At the accession of George III. wheat was 38s. per quarter of eight bushels, barley 20s., and oats 15s.; and labor 1s. to 1s. 6d. per day.

Towards the close of the twelfth century, the use of glass in windows became common in England, prior to which paper, properly prepared with oil, was generally used as a tolerable medium for the admission of light; and to this day windows are enumerated as among the articles of luxury subject to taxation in England. The first clothing fabrics were manufactured in England in the reign of Edward III, in the 14th century, and called Kendal cloth and Halifax cloth, from the places in which they were made. In 1685, the net annual receipt from the chimney tax in Great Britain was two hundred thousand pounds, or about nine hundred thousand dollars.

PREVAILING IGNORANCE OF PRIMITIVE TIMES.

Anterior to the discovery of printing and the revival of learning, the most profound ignorance reigned among the masses. From the sixth to the thirteenth century, many bishops could

not read, and Kings were scarcely able to sign their names, and hence the use of seals and sealing. These were the ages in which superstition, witchcraft and priestcraft obtained an ascendancy so universal. Several centuries after Charlemagne, who died early in the ninth century, the German tribes considered no knowledge of use, but that of managing the lance and the steed. The barbarism was so great, that most of the laity, even the most distinguished, could scarcely read or write. He who was instructed in these was considered a distinguished scholar, and he who obtained more knowledge, particularly in mathematics or natural science, exposed himself to the danger of being burnt as a sorcerer. Macaulay tells us, that in the twelfth or even in the fourteenth century, there was, through the greater part of Europe, very little knowledge, and that little was confined to the clergy. Not one man in five hundred could have spelled his way through a psalm.

In the time of Charles the Second, few English country squires could write their names—the peasantry, none of them. Of the wits about his court, few or none could spell with decent correctness; and the great Duke of Marlborough, we know, could scarcely spell at all. To most of the court belles, and ladies of honor, an English manuscript was all Greek; and Queen Mary, of William III, wrote of her own and husband's "*crownation*," for coronation. The literary stores of the lady of a manor and her daughters, generally consisted of a prayer book and a receipt book; while the English country clergyman's library was limited to a bible, prayer-book, and a well-thumbed cookery book, the latter the dowry of his wife, who had frequently been his patron's cook.

EARLY SCARCITY, AND HIGH PRICE OF BOOKS.

Before the art of printing, books were few, and bore an incredible price. It required the labor of two years of a faithful copyist to transcribe the Bible, and hence copies of it were very costly. Plato, who was not rich, paid 10,000 denarii, or about \$1,600, for three books of Philolaus, the Pythagorean; and Aristotle paid three Attic talents, nearly \$3,000, for a few books which had belonged to the philosopher Speusippus. Pliny refused what was equivalent to about \$16,000 for his common place book—*Electorum Commentarii*. When publicly exposed, books were frequently protected by chains, and in some ancient libraries, they are chained to this day; they were subjects of grave negotiation; and were only loaned to the higher orders, upon ample pledges of deposit for their safe return. We are told, that even so late as 1471, Louis IX. was compelled by the

faculty of medicine at Paris, to deposit a valuable security, and give a responsible endorser, in order to obtain the loan of the works of Rhasis, an Arabian physician. It is not strange, therefore, that the solemn injunction was often, in former ages, written upon the fly leaf, "Cursed be he who shall steal, or tear out the leaves, or in any way injure this book." The materials upon which the earliest books were written were paper made of the Egyptian papyrus plant, the inner bark of trees, skins, palm leaves, wood, stone, ivory, lead and other metals.

In more modern times, instances of extraordinary prices paid for books are not wanting. A copy of the *Roman de la Rose* was sold for about £30; a Homily, we are told, was exchanged for 200 sheep, and five quarters, or forty bushels, of wheat. The first book printed in England was by Caxton, in 1471, and bore for its title, "*Willyam Caxton's Recuyel of the Historye's of Troye, by Raoul le Feure*;" a copy of which, in modern times, has been knocked down at auction, to a bibliomaniac, for £1,060 18s., or nearly \$4,400. At the far-famed sale of the great Roxburg Library, in London, in 1812, a copy of the first or Valdafar edition of Boccaccio's *Decameron*, published at Venice in 1471, in folio, a collection of tales, written in the finest style, satirical on the monks and others, was purchased by the Marquis of Blandford, at the enormous price of 2,260 pounds sterling, or over \$10,000, when he before possessed a copy of the same edition, but which wanted five leaves—for which five leaves, as Lord Spencer observed, he might be said to have given £2,260.

LARGE PUBLIC LIBRARIES.

When we reflect upon the comparative scarcity of books before the discovery of printing, we are amazed at the extent of the famous Alexandrian Library, of 700,000 volumes, and of other large collections of ancient times; of the twenty-eight public libraries in Rome, mentioned by Publius Victor; of the seventy public libraries which the Moors had in Spain, in the twelfth century, of which that at Cordova contained 250,000 volumes. Since the facilities for the multiplication of books by means of the press, immense libraries have been collected in almost every part of the civilized world; among the largest of which may be mentioned, the National Library, at Paris, with its million of volumes; the British Museum, occupying nearly a square in the heart of London, with its over 800,000 volumes of books, rolls, manuscripts and pamphlets—upon which the British Government has expended over \$12,000,000, to say nothing of the value of the numerous magnificent bequests of individuals. Of this wonderful collection, the manuscript cat-

alogue alone, which serves to give us some practical idea of its extent, comprises 623 folio volumes, from the letter A to the letter I ; and, when completed, it is expected to reach well nigh 2,000 folio volumes. The largest libraries in the United States, are the Astor collection, in New York, and that of Harvard College, at Cambridge, numbering each one hundred thousand volumes.

OUR MODERN BLESSINGS—THE OBLIGATIONS THEY IMPOSE.

Let us turn from the contemplation of the social condition of our ancestors, when land in England was valued at less than a cent an acre, and cows at six English shillings a piece ; when wheat brought less than four English pence per bushel, three gallons of beer commanded but a penny, and labor a penny and a half per day ; and when few or none of the common people could read a letter in the alphabet. How few must then have been the comforts and luxuries of our ancestors ! It may be suggested, that longevity was the reward of the simplicity of their lives. Facts do not warrant any such conclusion. In 1685, which was not accounted an unhealthy year, more than one in every twenty-three of the citizens of London died ; while at present, by the improved condition in the means and comforts of living, only one inhabitant in forty die annually—thus has the term of human life been greatly extended.

The following graphic description, designed to represent the Englishman of moderate means at the present day, applies with equal force to a far more numerous class in our own country : “I am lodged,” says the Englishman, “in a house that affords me conveniences and comforts which even a king could not command some centuries ago. Ships are crossing the seas in every direction to bring what is useful to me from all parts of the earth. In China, men are gathering the tea leaf for me ; in America, they are gathering cotton for me ; in the West India Islands, they are preparing my sugar and my coffee ; in Italy they are feeding the silk worms for me ; in Saxony they are shearing the sheep to make me clothing ; at home, powerful steam engines are spinning and weaving for me. Although my patrimony is small, I have post-coaches running day and night on all the roads, to carry my correspondence. I have roads, and canals and bridges, to bear the coal for my winter fire ; nay, I have protecting fleets and armies around my happy country, to secure my enjoyment and repose. Then I have editors and printers who daily send me an account of what is going on throughout the world ; and in a corner of my house, I have books—the miracle of all my possessions, more wonderful than the wishing cap of the Arabian Tales ; for they transport me

instantly, not only to all places, but to all times ! By my books, I can conjure up before me to vivid existence, all the great and good men of antiquity. I can make them act over again all their exploits. The orators declaim for me ; the historians recite ; the poets sing ; and from the equator to the pole, or from the beginning of time until now, by means of my books, I can be where I please."

How wonderful an improvement in the social condition of our race ! To the invention of the art of printing, to literature, education and Christianity, are we mainly indebted for these manifold blessings. Their possession increases our obligation to transmit them to our children, not merely unimpaired, but actually augmented in number and measure. "COMMON SENSE," says BANCROFT, "implies by its very name, that each individual is to contribute some share toward the general intelligence. The many are wiser than the few ; the multitude than the philosopher ; the race than the individual ; and each successive generation than its predecessor."

BOOKS A NECESSITY AND A BLESSING.

Next to the Common School, we want, in an educational point of view, more and better books for the people to read ; and this is the great subject I wish respectfully, yet faithfully, to urge upon the attention of the Representatives of the people. I will introduce the subject by a few citations of high authority, as to the necessity of good books, and the inestimable blessings they are calculated to confer.

"It is chiefly through books," observed the late Dr. CHANNING, "that we enjoy intercourse with superior minds, and these invaluable means of communication are in the reach of all. In the best books, great men talk to us, give us their most precious thoughts, and pour their souls into ours. *God be thanked for books !* They are the voices of the distant and the dead, and make us heirs of the spiritual life of past ages. Books are the true levellers. They give to all who will faithfully use them, the society, the spiritual presence of the greatest of our race. No matter how poor I am. No matter though the prosperous of my own time will not enter my obscure dwelling. If the Sacred Writers will enter and take up their abode under my roof, if Milton will cross my threshold to sing to me of Paradise, and Shakspeare to open to me the worlds of imagination, and the workings of the human heart, and Franklin to enrich me with his practical wisdom, I shall not pine for want of intellectual companionship, and I may become a cultivated man, though excluded from what is called the best society in the place where I live. To make this means of culture effectual, a man must select good

books, such as have been written by right-minded and strong-minded men, real thinkers, who, instead of diluting by repetition what others say, have something to say themselves, and write to give relief to full earnest souls ; and these works must not be skimmed over for amusement, but read with fixed attention and a reverential love of truth. In selecting books, we may be aided much by those who have studied more than ourselves.

"One of the very interesting features of our times," continues Dr. CHANNING, "is the multiplication of books, and their distribution through all conditions of society. At a small expense, a man can now possess himself of the most precious treasures of English literature. Books, which were formerly confined to a few by their costliness, are now accessible to the multitude ; and in this way a change of habits is going on in society, highly favorable to the culture of the people. Instead of depending on casual rumor and loose conversation for most of their knowledge and objects of thought ; instead of forming their judgments in crowds, and receiving their chief excitement from the voices of neighbors, men are now learning to study and reflect alone, to follow out continuously, to determine for themselves what shall engage their minds, and to call to their aid the knowledge, original views, and reasonings of men of all countries and ages ; and the results must be a deliberateness and independence of judgment, and a thoroughness and extent of information, unknown in former times. The diffusion of these silent teachers, books, through the whole community, is to work greater effects than artillery, machinery and legislation.— Its peaceful agency is to supercede stormy revolution. The culture, which is to spread, whilst an unspeakable good to the individual, is also to become the stability of nations."

"For many years," remarks that faithful friend of education, GEORGE B. EMERSON, "and many times a year, I have passed by the shop of a diligent, industrious mechanic, whom I have often seen busy at his trade, with his arms bare, hard at work. His industry and steadiness have been successful, and he has gained a competency. But he still remains wisely devoted to his trade. During the day, you may see him at his work, or chatting with his neighbors. At night, he sits down in his parlor, by his quiet fireside, and enjoys the company of his friends.— And he has the most extraordinary collection of friends that any man in New England can boast of. William H. Prescott goes out from Boston, and talks with him about Ferdinand and Isabella. Washington Irving comes from New York, and tells him the story of the wars of Granada, and the adventurous voyage of Columbus, or the legend of Sleepy Hollow, or the tale of the Broken Heart. George Bancroft sits down with him, and

points out on a map, the colonies and settlements of America, their circumstances and fates, and gives him the early history of liberty. Jared Sparks comes down from Cambridge, and reads to him the letters of Washington, and makes his heart glow with the heroic deeds of that god-like man for the cause of his country. Or, if he is in the mood for poetry, his neighbor Washington Allston, the great painter, steps in and tells him a story,—and nobody tells a story so well,—or repeats to him lines of poetry. Bryant comes with his sweet wood-notes, which he learnt among the green hills of Berkshire. And Richard H. Dana, father and son, come, the one to repeat grave, heart-stirring poetry, the other to speak of his *two years before the mast*. Or, if this mechanic is in a speculative mood, Professor Hitchcock comes to talk to him of all the changes that have befallen the soil of Massachusetts, since the flood and before; or Professor Espy tries to show him how to predict a storm. Nor is his acquaintance confined to his own country. In his graver hours, he sends for Sir John Herschel from across the ocean, and he comes and sits down and discourses eloquently upon the wonders of the vast creation,—of all the worlds that are poured upon our sight by the glory of a starry night. Nor is it across the stormy ocean of blue waves alone that his friends come to visit him; but across the darker and wider ocean of time, come the wise and the good, the eloquent and the witty, and sit down by his table, and discourse with him as long as he wishes to listen. That eloquent blind old man of Scio, with beard descending to his girdle, still blind, but still eloquent, sits down with him; and, as he sang almost three thousand years ago among the Grecian isles, sings the war of Troy or the wanderings of the sage Ulysses. The poet of the human heart comes from the banks of Avon, and the poet of Paradise from his small garden-house in Westminster; Burns from his cottage on the Ayr, and Scott from his dwelling by the Tweed;—and, any time these three years past, may have been seen by his fireside a man who ought to be a hero with school-boys, for no one ever so felt for them; a man whom so many of your neighbors in Boston lately strove in vain to see,—Charles Dickens. In the midst of such friends, our friend the leather-dresser lives a happy and respected life, not less respected, and far more happy, than if an uneasy ambition had made him a representative in Congress, or a governor of a State; and the more respected and happy that he disdains not to labor daily in his honorable calling.

“My young friends, this is no fancy sketch. Many who hear me know as well as I do, Thomas Dowse, the leather-dresser of Cambridgeport, and many have seen his choice and beautiful library. But I suppose there is no one here who knows a neigh-

bor of his, who had in his early years the same advantages, but who did not improve them ;—who never gained this love of reading, and who now, in consequence, instead of living this happy and desirable life, wastes his evenings with low company at taverns, or dozes them away by his own fire. Which of these lives will you choose to lead ? They are both before you.

“Some of you, perhaps, are looking forward to the life of a farmer ;—a very happy life, if it be well spent. On the southern side of a gently sloping hill in Natick, not far from the place where may be still standing the last wigwam of the tribe of Indians of that name, in a comfortable farm-house, lives a man whom I sometimes go to see. I find him with his farmer’s frock on, sometimes at the plough-tail, sometimes handling the hoe or the axe ; and I never shake his hand, hardened by honorable toil, without wishing that I could harden my own poor hands by his side in the same respectable employment. I go out to look with him at trees, and to talk about them ; for he is a lover of trees, and so am I ; and he is not unwilling, when I come, to leave his work for a stroll in the woods. He long ago learnt the language of plants, and they have told him their history and their uses. He, again, is a reader, and has collected about him a set of friends, not so numerous as our friend Dowse, nor of just the same character, but a goodly number of very entertaining and instructive ones ; and he finds time every day to enjoy their company. His winter evenings he spends with them, and in repeating experiments which the chemists and philosophers have made. He leads a happy life. Time never hangs heavy on his hands. For such a man we have an involuntary respect.

“On the other side of Boston, down by the coast, lived, a few years ago, a farmer of a far different character. He had been what is called fortunate in business, and had a beautiful farm and garden in the country, and a house in town. Chancing to pass by his place, some four or five years ago, I stopped to see him. And I could not but congratulate him on having so delightful a place to spend his summers in. But he frankly confessed he was heartily tired of it, and that he longed to go back to Boston. I found that he knew nothing about his trees, of which he had many fine ones,—for it was an old place he had bought,—nor of the plants in his garden. He had no books, and no taste for them. His time hung like a burden on him. He enjoyed neither his leisure nor his wealth. It would have been a blessing to him if he could have been obliged to exchange places with his hired men, and dig in his garden for his gardener, or plough the field for his plough-man. He went from country to town, and from town to country, and died, at last, weary and sick of life. Yet he was a kind man,

and might have been a happy one but for a single misfortune—he *had not learned to enjoy reading*. The love of reading is a blessing in any pursuit, in any course of life;—not less to the merchant and sailor than to the mechanic and farmer. What was it but a love of reading which made of a merchant's apprentice, a man whom many of you have seen and all heard of, the truly great and learned Bowditch?"

"If I were to pray for a taste," remarked the learned Sir JOHN HERSCHEL, "which should stand me in stead, under every variety of circumstances, and be a source of happiness and cheerfulness to me through life, and a shield against its ills, however things might go amiss, and the world frown upon me, it would be a taste for reading. Give a man this taste, and you place him in contact with the best society in every period of history—with the wisest, and the wittiest, with the tenderest, the bravest, and the purest characters which have adorned humanity. You make him a denizen of all nations—a contemporary of all ages. This world has been created for him. It is hardly possible but that his character should take a higher and better tone from the constant habit of associating with a class of thinkers, to say the least of it, above the average of human nature."

"Books," says Dr. EDWARDS, "are the great store-houses of the knowledge which the observation, experience and researches of successive generations have been accumulating.—They offer to us the intellectual wealth which myriads of laborers have been gathering, with painful toil, for thousands of years." "If all the riches of both the Indies," exclaims FENELON, "if the kingdoms of Europe were laid at my feet, in exchange for my love of reading, I would spurn them all."

"The *working man*," says RUFUS CHOATE—"by whom I mean the whole *brotherhood of industry*—should set on mental culture, and that knowledge which is wisdom, a value so high—only not supreme—subordinate alone to the exercises and hopes of religion itself. And that is, that therein he shall so surely find rest from labor; succor under its burdens; forgetfulness of its cares; composure in its annoyances. It is not always that the busy day is followed by the peaceful night. It is not always that fatigue wins sleep. Often some vexation outside of the toil that has wasted the frame; some loss in a bargain; some loss by an insolvency; some unforeseen rise or fall of prices; some triumph of a mean or fraudulent competitor; 'the law's delay, the proud man's contumely, the insolence of office, or some one of the spurns that patient merit from the unworthy takes'—some self-reproach, perhaps—follow you within the door; chill the fire-side; sow the pillow with thorns; and the

dark care is lost in the last waking thought, and haunts the vivid dream. Happy, then, is he who has laid up *in youth*, and held fast in all fortune, *a genuine and passionate love of reading*. True balm of hurt minds ; of surer and more healthful charm than 'poppy or mandragora, or all the drowsy syrups of the world'—by that single taste, by that single capacity, he may bound in a moment into the still region of delightful studies, and be at rest. He recalls the annoyance that pursues him ; reflects that he has done all that might become a man to avoid, or bear it ; he indulges in one good, long, human sigh, picks up the volume where the mark kept his place, and in about the same time that it takes the Mahomedan in the Spectator to put his head in the bucket of water and raise it out, he finds himself exploring the arrow-marked ruins of Nineveh with Layard ; or worshipping at the spring head of the stupendous Missouri, with Clark and Lewis ; or watching with Columbus for the sublime moment of the raising of the curtain from before the great mystery of the sea ; or looking reverentially on while Socrates—the discourse of immortality ended—refuses the offer of escape, and takes in his hand the poison, to die in obedience to the unrighteous sentence of the law ; or, perhaps, it is in the contemplation of some vast spectacle or phenomenon of Nature that he has found his quick peace—the renewed exploration of one of her great laws—or some glimpse opened by the pencil of St. Pierre, or Humboldt, or Chateaubriand, or Wilson, or the 'blessedness and glory of her own deep, calm, and mighty existence.'"

"Libraries for the people are wanted," exclaims LAMARTINE, the humane statesman of France. "These libraries must be in the people's hands—in the hands of the women, the girls, and the children, by each fireside. In their evening hours, in rain, in winter, when out of work, and on Sunday, they must find at home, that centre of affection and virtue, the beneficial, high-toned, poetical, historical, political, philosophical, religious, interesting, exciting, and pleasing communion with the minds which, in all ages, have best understood, felt, written, or sung the human heart and the human intellect ; these books must be the host, the visitors, the guests and the friends of the workman's home. They must take up little room ; they must cost little ; they must adapt themselves to the manners, the fortune, and the simplicity of the family in which they are admitted. They must even enter it gratuitously, like the air, the sunlight, or the sweet perfume of the garden."

Wisconsin Historical Society
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THE POWER AND INFLUENCE OF BOOKS ON THE YOUNG.

It is almost impossible to over-estimate the influence of books and libraries on the minds of children. The constant activity of the human intellect is known to all; we could not cease thinking if we would. This has suggested the following ingenious calculation: Suppose the thoughts of a child ten years old, if written down and printed, would make a page of a book every hour—and this is by far too moderate an estimate—and this thinking process continues fifteen hours a day. Then estimating 300 pages for an ordinary volume, every twenty days' thoughts would produce a volume; or a little over eighteen volumes a year, or in fifty years over *nine hundred volumes*. What a library! What an amazing number of thoughts pass through every person's mind. The irresistible inference is plain, that a proper and plentiful supply of *food for thought* ought early to be supplied.

"Seldom, very seldom," remarks an observing writer, "does one who is fond of reading, and who therefore employs his leisure moments in this delightful occupation—seldom does such a one engage in unbecoming, or vicious pursuits; seldomer still, does one fond of reading come to a disgraceful end. 'The idle man's brain is the devil's workshop,' says an old proverb. How important, then, that parents, every where, see that this deceiver does not find 'apartments to let' in their families. Then, in conversation, mark the difference between the reading boy or girl, and the one who is debarred from books. The one has a thousand topics to occupy the thoughts when no company is by,—to lighten toil and make it pleasant, or to fill up an otherwise idle hour,—to ponder over, as he runs on errands, or sits waiting for business; while the other, probably for the want of something else to think about, is allowing his mind to run riot in forbidden subjects, or engaging his hands in deeds of mischief. And when conversation is allowed, what stale, flat, profitless chit-chat consumes the precious hours,—neither giving nor receiving any useful or truly pleasing information."

"Books," said the Rev. Mr. HOPPIN, in his address at the dedication of Plummer Hall, at Salem, "books and a public library will make readers. There are few springs of public education of more worth and depth than the library. The private library which nourishes but one family, distinguishes a house from others that have no books, more than upholstery or gilt ceilings. There is light in that house, and the rest are but gloomy Egyptian palaces. Where there are books in a house, you might as well try to keep a bright child from them, as to keep the roots of a willow tree from running to the water. The

best mind of youth is drawn irresistably to literature. And a library is a kindling place. It has sometimes awakened genius.

"A young man whom God has made for a great mathematician, enters a library. He wanders from shelf to shelf. He takes down a volume of poetry ; it seems to him like a world of shadows : its dark sentences and cloudy language present nothing substantial ; he puts it back, half in wonder, half in disgust.— He takes up an historical work. This, it may be, holds him longer, but he finds it difficult to come at some simple fact which his clear mind is ever seeking through the rhetoric of the author. He doubts as he reads. He happens, perhaps, next upon a book of geometry. He comprehends little, but his attention is caught by the nicety of every figure, the precision of every word. He is entangled and absorbed by these sharp cut lines and diagrams, and his rapid eye and accurate thought are charmed by the logical and progressive march of every sentence. He cannot get away from that book. He must understand it. Something tells him that the spring of power has been touched, that the inner susceptibility has found its corresponding object. He is not satisfied till he is introduced to this new world of positive demonstration and abstract truth."

Books and libraries, it is said, are a kindling place, and that they have sometimes awakened genius. Nay, this is too tame ; they have done it many a time and oft. While the great Sir Isaac Newton was yet a youth, and was sent to market by his mother with the produce of the farm, the young philosopher left a trusty servant to manage the sales, while he himself employed his time in reading, thus paving the way for his illustrious discoveries in science ; referring to which, when made, he said with singular humility, "To myself I seem to have been as a child playing on the sea-shore, while the immense ocean of truth lay unexplored before me." There is the story of Franklin, familiar to all, that such was his youthful thirst for knowledge, he afterwards regretted that more proper books than those in his father's scanty library had not fallen in his way ; and yet few and inappropriate as they were, they laid the foundation of a mighty power for the development of human science, human liberty and human happiness. Rittenhouse, "with but two or three books," and without the least instruction, acquired so considerable a knowledge of the mathematical sciences, as to be able to read the *Principia* of Newton, and became one of the most learned astronomers of his age. When the Duke of Argyle happened to find his young gardener, Stone, afterwards so celebrated as a mathematician, reading Newton's *Principia*, in Latin, he, in amazement enquired, how he had made such acquisitions ? The gardener boy replied, "A servant taught me to read," and then

innocently asked, "does one need to know anything more to learn everything else?" Goethe's peculiar genius, it is said, was called forth to life by hearing the Vicar of Wakefield read by a fellow student; and Gibbon was drawn to the study of history, by reading the historical books in his grandfather's library. Patrick Henry, the unrivalled orator of freedom, is thought by his accomplished biographer, to have had his love of liberty inspired, and his dormant faculties quickened, by the grandeur of the Roman character, the vivid descriptions and eloquent harangues, so beautifully and strikingly set before him in Livy, his favorite author. Roger Sherman, the shoemaker, who became one of the most useful statesmen of his age, educated himself at the bench and at the fireside; and to books was he mainly indebted for his great success and usefulness in life. The modern historian Neibuhr is said, when but a boy of seven, to have had his earnest passion for literary studies kindled, by chancing to hear Macbeth read in the library of a friend of his father. Hugh Miller, the celebrated harmonist of the Mosaic and Geological records of creation, whose early education was scarcely more than a faculty for ready-reading, speaks gratefully, in the narrative of his early opportunities, of the powerful impulse imparted to his youthful mind, by a few old volumes which fell in his way. And the early educational advantages of Elihu Burritt, who has mastered upwards of fifty languages, were limited to the common school and a social library in his neighborhood. The recently deceased Benjamin F. Butler, formerly Attorney General of the United States, is said to have had his youthful ambition stimulated to noble aims by reading the life, writings and maxims of the great Franklin, after whom he was named.

How often do we find in the cases of self-made men, that the reading of some chance volume inspired some latent thought, or prompted some noble resolve, that led the way to a distinguished career of fame and usefulness. And such, in the nature of things, must always be the happy consequences of choice and plentiful reading for the young, at a period when their minds, like twigs, may be easily guided; and thus the conscience and intellect may be properly trained, and the grosser passions supplanted. Not unfrequently circumstances, often trivial in themselves, give bent to a child's character, and change the whole current of his existence. ¶ And nothing has had, or can in future be supposed to have, a more powerful influence in this direction, than books—books replete with the noblest teachings of wisdom, and the highest incentives to public and private virtue.

SCHOOL LIBRARIES THE GREAT WANT OF WISCONSIN.

None can doubt the desirableness and utility of good books. A single book, or half a dozen books, will not answer the purpose. We want libraries. It has been truly said, that the conception of the Library, the assembling in one room, and ranging side by side, all the wisdom of the past, and its preservation unhurt by the ravages of time, completes the beneficence of the inventions of language and letters, and makes, and alone makes, any great thought uttered or written, the common property of mankind. For general reading, such libraries need not necessarily be large; a selection of modern books, which contain the real staple of intellectual life, may be made within a reasonable compass. Such a collection, wisely chosen, centrally located, and freely circulated and read, would go on its daily mission of light, and love and intelligence to bless hundreds of families and thousands of minds. But few individuals are able to procure such libraries. It may also be said, that individuals as such do not build school houses nor churches, canals nor railroads; these are done by associated effort. In matters of great public concern, such as the protection of society, and the education of the people, Government, which is but the expression of the aggregation of the people, steps forward and does the work, or leads off in the enterprise. And this is the way in which libraries may, and should, be economically provided. Let them be SCHOOL LIBRARIES—a part and parcel of the educational system of the State, for the joint benefit of the old and the young. This is no mere theory. It has been tried in many of our States; and wherever faithfully tried, has always proved successful. We have yet had no such faithful trial in Wisconsin; nor is it to be wondered at, for in the infancy of our State, our people could not be expected at once to provide for all the intellectual wants of themselves and their children.

The subject of SCHOOL LIBRARIES, when properly considered, cannot but enlist the earnest sympathies and activities of our people. Our first great duty is, unquestionably, to teach our children to read—thus providing for them a knowledge productive of one of the highest sources of human happiness. And our next duty, scarcely less important, is to provide them with proper books to gratify and improve the taste they early acquire for reading. "It is in vain," writes the learned and eloquent EDWARD EVERETT, "that children are taught to read, if they have no access to good books,—worse than in vain, if they are furnished with nothing better than the wretched trash in tawdry binding, which is carried round by the peddlers."

Not less to the point are the suggestive utterances of the dis-

tinguished Rev. Dr. FRANCIS WAYLAND, now more than forty years engaged in the great work of American education. "Our system of general education," he writes, "seems to render some provision for furnishing abundant and good reading an imperative duty. To teach our people to read, is to accomplish but half our work; or, rather to leave our work unfinished precisely at the point where what we have done may prove a curse instead of a blessing. We can only realize the benefits of our system of general education, when we not only teach the people to read, but also furnish them with such reading as shall cultivate the intellect, and improve the heart. When this shall have been done for our whole country, and it will be done in all the free States, a population will rise up among us such as the world has never yet seen."

We teach our children in their infancy to eat, and as they grow up we provide them with trades and teach them occupations by which to obtain their daily bread. We teach them in their childhood how to read—and shall we not also at the same time, furnish them proper reading matter, so that while they are growing up they may carefully cultivate this noble talent for wise and not ignoble purposes? Considered in any proper point of view, School Libraries are, in very deed, the great intellectual want of our State—a want inherently connected with our system of popular education, and so connected by our Constitution, our laws, and by the fitness of things, as well as by the universal consent and approval of our people.

THE KIND OF BOOKS NEEDED.

For *School Libraries*, we are generally apt to say, that books are needed to suit all capacities, to meet the wants of all classes of community. And this is correct. Yet the primary object should not be forgotten, to provide suitable books for the youth of both sexes, from their earliest ability to read up to the age of twenty. This is the public educational limit, and School Libraries are but auxiliaries of the system of popular education; and this is the formative period of character. To select the proper kind of mental food—the School Libraries—for the children of a whole State, as well as the reading in a great measure for their parents, would be a labor of vast responsibility; for from such libraries, the most momentous consequences would be likely to result. What, then, are the kinds of books needed?

"In the history of the early life of any one," remarks President BAKER, of Alleghany College; "the imagination is far more vigorous and lively than the rational faculty. Long be-

fore we are capable of any sustained effort of reasoning, we listen with inexpressible delight to narratives of 'moving incidents by flood and field,' with slight discrimination between truth and falsehood, or even between that which is conformable to nature, and that which is preternatural and impossible. The imagination draws its inspiration primarily from the senses, and hence narrative and descriptive compositions must form the staple of every collection of books that children will read with interest, and that will permanently affect their principles and conduct. In a narrative, the truth is clothed with flesh; it lives, it speaks to us as a familiar friend; we are permitted to look at its features, to grasp its hand in sincere friendship, and call it ours by the fondest names and recollections. Examples, and associations which make examples prevalent, almost infinitely outweigh any array of precepts, however judicious; and hence all professedly didactic essays might as well be omitted from a catalogue of books to be read voluntarily by school children. History, and biography, books of travel, popular descriptions of the kingdoms of nature, especially of animal life, and the applications of science to art, whether useful or ornamental, comprise most of the works which should find admission to the shelves of a public school library. If to these be admitted a judicious admixture of works of fiction and imagination, such as are true to nature and to morality, both in action and sentiment, such as are neither above nor below the capacity of youth, and, above all, that have a high philosophical meaning, threading upon a narrative not too gross the pearl of wisdom both practical and speculative,—such a library completes the circle of that knowledge which youth will seek voluntarily for its own sake. * * * If a very important function of the public school, is the inculcation of virtuous principles and the formation of virtuous habits, the literature of the library should correspond with this idea of their character. A large portion of the library, especially that part of it designed for the use of the more juvenile pupils, should be selected with direct reference to the influence which it will have upon habits and principles. Especially should the public authorities take care that no book containing loose or vicious principles, and even that no book merely neutral on moral questions, be placed in the hands of the children of the public schools. * * * While discussion on the vexed questions that divide Christians into parties, is forbidden within the walls of a room dedicated to the common benefit of all classes of religionists,—it is by no means forbidden to inculcate that morality which all alike deem to be obligatory, nor the principle on which it rests,—obedience to the will of God, revealed in the Holy Scriptures. Enter-

taining narratives, enforcing the first great commandment, supreme love to God, and the conscientious performance of relative duties, are a necessary part of every complete library for youth; and, least of all, should they be excluded from that library which is to instruct the youth of the nation in the theory and practice of virtue."

"A library of good books," said Hon. HENRY BARNARD in his Rhode Island School Report of 1845, "selected in reference to the intellectual wants of the old and the young, should be provided in every village. To create a taste for reading should be a leading object in the labors of teachers and lecturers. All that the school, even the best, where so much is to be done in the way of disciplining the faculties,—all that the ablest lecture, when accompanied by illustrations and experiments, can do, towards unfolding the many branches of knowledge, and filling the mind with various information, is but little, compared with the thoughtful perusal of good books, from evening to evening, extending through a series of years. These are the great instruments of self-culture, when their truths are inwrought by reflection into the very structure of the mind, and made to shed light on the daily labors of the work-shop. There should be a due proportion of books of science and useful knowledge, of voyages, travels, and biography, and a good supply of judiciously chosen works of fiction. It has been a great mistake heretofore, in selecting books for public libraries, as well as in providing courses of lectures, intended merely for the poorer and working classes, to suppose that scientific and purely useful knowledge should be almost the exclusive objects of attention. The taste for reading and lectures of this character, must first be created, and the ability to follow a continuous train of thought, whether printed or spoken, must be imparted by a previous discipline. This taste and ability are too often wanting. The books and lectures, therefore, should be very interesting, and calculated to create a taste for further reading and inquiry."

JACOB ABBOTT, by the following contrast of three ways of telling the same story, has happily illustrated the narrative and descriptive style of addressing the minds of children through the senses—or, in other words, presenting everything in such a way that it may convey vivid pictures to the mind, and hence leave the most enduring impressions :

"A man had a fine dog, and he was very fond of him ; he used to take a great deal of care of him, and gave him all he wanted ; and, in fact, he did all he could to make him comfortable, so that he should enjoy a happy life. Thus he loved his dog very much, and took great pleasure in seeing him comfortable and happy."

This, now, presents very few sensible images to the mind of the child. In the following form, it would convey the same general ideas,, but far more distinctly and vividly :

"There was once a man who had a large black and white dog, beautifully spotted. He made a little house for him, out in a sunny corner of the yard, and used to give him as much meat as he wanted. He would go and see him sometimes, and pat his head, while he was lying upon his straw in his little house. He loved his dog."

Would you give still more point to the story, let your style be abrupt and striking, and give the reins entirely to the imagination. Suppose the narrator, with a child on each knee, begins thus :

"A man, one pleasant morning, was standing upon the steps of his door, and he said, 'I think I will go and see my dog, Towser.'

"Now, where do you think this dog, Towser, lived?"

"I don't know," will be the reply of each listener, with a face full of curiosity and interest.

"Why, old Towser was out in a little square house which his master had made for him in a corner of the yard. So he took some meat in his hand for Towser's breakfast. Do you think he took out a plate, and a knife and fork?"

"This man was very kind to Towser; his beautiful, spotted, black and white Towser;—and when he got to his house, he opened the door, and said :

"'Towser, Towser, come out here, Towser.'

"So Towser came running out, and stood there wagging his tail. His master patted him on the head. You may jump down on your hands and feet, and I will tell you exactly how it was. You shall be Towser. Here, you may get under the table, which will do for his house. Then I will come and call you out, and pat you on the head," etc., etc.

No one at all acquainted with children need be told how much stronger an interest the latter style of narration would excite. And the difference is, in a philosophical point of view, that the former is expressed in abstract terms, which the mind comes to appreciate fully only after long habits of generalization; in the latter, the meaning comes through sensible images, which the child can picture to himself with ease and pleasure, by means of those faculties of the mind, whatever they may be, by which the images presented by the senses, are perceived, at first, and afterwards renewed through the magical stimulus of language. This is the key to one of the great secrets of interesting children, and in teaching the young generally. Approach their minds through the senses. Describe everything

as it presents itself to the eye and the ear. Where you wish to gain the readiest and most comple access to the heart, these are the doors.

And Mr. Abbott's idea of interesting children by descriptive narrative applies more forcibly to juvenile books, than even to conversation—for the former have not the living tones of the human voice to bring to their aid. Books, then, for children, should be eminently suited to their capacities, and written in an earnest, life-like simplicity—true to nature, and true to morality. No dry, tedious homilies will ever attract their attention, or benefit their intellect.

History and Biography.—It has been properly remarked, "that individuals preceded nations. The picture of the former is more easily comprehended than that of the latter, and is better adapted to awaken the curiosity, and interest the feelings of a child. Biography should, therefore, form the principal topic of elementary history; and the great periods into which it is naturally and formally divided,—and which must be distinctly marked,—should be associated with the names of some distinguished individual or individuals. The life of an individual often forms the leading feature of the age in which he lived, and will form the best nucleus around which to collect in the youthful mind the events of an age or the history of a period."

"Histories make men wise," says Lord BACON. "History," says Hon. E. RYERSON, Chief Superintendent of Public Instruction for Upper Canada, "History delineates the events which have marked the progress of mankind. He that knows history adds the experience of former ages to his own. He lives the life of the world. Especially he learns the origin and character of his country's laws and institutions, the sources of its prosperity, and therefore the means and duties required for the advancement of its interests."

"By the study of history, of philosophy, and of the classics," says LIEBIG, "we obtain a knowledge of the intellectual world, the laws of thought, of mental inquiry, and of the spiritual nature of man. Whilst we hold communion with the spirits of the great and good of all ages, we derive from the experience of past centuries the power of soothing and governing the passions, and of softening the heart: we are enabled to comprehend man as he exists at the present time, since his moral nature remains ever the same. We are taught to embellish and present, in the most engaging form, the principles of truth, of justice and of religion, and thus to make the most enduring impression upon the minds of others."

"It is because God is visible in history," says BANCROFT, "that its office is the noblest except that of the poet. The poet

is at once the interpreter and the favorite of Heaven. He catches the first beam of light that flows from its uncreated source. He repeats the message of the Infinite, without always being able to analyze it, and often without knowing how he received it, or why he was selected for its utterance. To him, and to him alone, history yields in dignity; for she not only watches the great encounters of life, but recalls what had vanished, and partaking of a bliss like that of creating, restores it to animated being. The mineralogist takes special delight in contemplating the process of crystalization, as though he had caught nature at her work as a geometrician; giving herself up to be gazed at without concealment such as she appears in the very moment of exertion. But history, as she reclines in the lap of eternity, sees the mind of humanity engaged in formative efforts, constructing sciences, promulgating laws, organizing commonwealths, and displaying its energies in the visible movement of its intelligence. Of all pursuits that require analysis, history, therefore, stands first. It is equal to philosophy; for as certainly as the actual bodies forth the ideal, so certainly does history contain philosophy. It is grander than the natural sciences; for its study is man, the last work of creation, and the most perfect in its relations with the Infinite."

In studying man, in studying history, we must study representative men, and representative events. In our School Libraries, we need, therefore, works that will tell us, in a truthful, captivating manner, the story of Xerxes, Cyrus, Alexander, Hannibal, Cæsar, and other heroes of ancient times, of the crusades and the middle ages; the revival of learning; of Great Britain, France, Germany, Norway, and other European countries, whence our fathers migrated; the discovery of the New World by Columbus, whose ungrateful sovereign suffered him to die in chains, persecuted and broken-hearted; of Galileo, the inventor of the telescope, who, when he declared of the earth that "It does move," was imprisoned the closing years of his life for uttering such a supposed impious thought; of Newton, the discoverer of the laws of gravitation; of Franklin, who, with his kite, snatched the lightening from Heaven, and demonstrated its identity with the electric fluid; the settlement and sufferings of the Pilgrim fathers on the bleak shores of New England; the heroic Captain John Smith, the settlement of Virginia, and the romantic story of the lovely Indian Princess, Pocahontas; of Lord Baltimore, who planted the Catholic colony of Maryland, of Roger Williams, who, with his persecuted Baptist adherents, founded the colony of Rhode Island, of William Penn, with his Quaker settlement of Pennsylvania, each proclaiming religious liberty and the freedom of conscience;

of the founding of Georgia by Oglethorpe; the story of De Soto and his steel-clad warriors, while in quest of gold, discovering the Mississippi; the adventures of Marquette, La Salle and De Tonty; of Washington, Greene, Marion and their compatriots, defending the liberties of their country; of Boone, the early explorer of Tennessee and Kentucky, and of Clark, the gallant conqueror of the great North-West; of Arkwright, the inventor of the spinning jenny, which has added millions to the wealth and trade of England; of Watt, the improver of the steam-engine; of Whitney, the inventor of the cotton-gin, which has trebled the value of all the cotton lands, in our country, and led to a vast diminution of the cost of the necessary clothing of millions of the human race; of Godfrey and Hadley, the inventors of the quadrant; of Fulton, Fitch and Rumsey, the inventors of steamboats; of Morse, the inventor of the electric telegraph; and the story of the infant settlement and wonderful growth of the States of our Republic, the principles upon which our government is founded, and the hopes upon which its stability rests.

"The chill of penury," says President BARKER, "broken health, religious bigotry, the most adverse circumstances, have yielded to the unconquerable will of the youthful devotees of knowledge. Or rather, instead of dispiriting, they have developed the resources, the innate energy of the soul kindled with the celestial fire of genius; it has risen superior, apparently, to the decree of Providence appointing its allotment; it has spurned its fetters, it has asserted the majesty of intellect, and mankind have, with one voice, admitted the validity of its pretensions. Can we over-estimate the impression which the perusal of the memoirs of such men will produce on the susceptible mind of early youth?—Will not the example haunt the memory by night, as well as by day?—Will it not inspire emulation, and a generous rivalry—a heroic purpose, ourselves to fill a niche in the pantheon of history? Was it not thus, that the youthful Themistocles exclaimed, that 'the trophies of Miltiades would not suffer him to sleep?' That Alexander prized above all the literature of his age, the Iliad of Homer; and that, in our day, Napoleon daily perused some portion of Plutarch's Lives. I say it without fear of successful contradiction, that example is the most edifying counsel, the most attractive influence, often the most lucid instruction, ever addressed to the youthful mind. If so, a library enriched with the lives of those who have made themselves a blessing to mankind, by the light of their intelligence and virtue, will instil love of truth and goodness with silent but irresistible energy."

Books of Travel.—Works of this class are full of incident,

depicting the customs, modes of life, and national peculiarities of people of all countries. Such works as the travels of Marquette, Cook, Ledyard, Lewis and Clark, Dwight, Silliman, Layard, Livingstone, Lynch, Fremont, Kane and Bayard Taylor, possess an interest as enduring as the English language.

Astronomy.—"No branch of knowledge," says EVERETT, "can surely claim precedence of astronomy. No other science furnishes such a palpable embodiment of the abstractions which lie at the foundation of our intellectual system; the great ideas of time, and space, and extension, and magnitude, and number, and motion, and power. How grand the conception of the ages or ages required for several of the secular equations of the solar system; of distances from which the light of a fixed star would not reach us in twenty millions of years; of magnitudes compared with which the earth is but a foot-ball; of starry hosts, suns like our own, numberless as the sands on the shore; of worlds and systems shooting through the infinite spaces, with a velocity compared with which the cannon-ball is a way-worn, heavy-paced traveller!

"The heavenly hosts! There they shine and there they move, as they moved and shone to the eyes of Newton and Galileo, of Kepler and Copernicus, of Ptolemy and Hipparchus; yea, as they moved and shone when the morning stars sang together, and all the sons of God shouted for joy. All has changed on earth; but the glorious heavens remain unchanged. The plough passes over the site of mighty cities, the homes of powerful nations are desolate, the languages they spoke are forgotten; but the stars that shone for them are shining for us; the same eclipses run their steady cycle; the same equinoxes call out the flowers of spring and send the husbandman to the harvest; the sun pauses at either tropic as he did when his course began; and sun and moon, and planet and satellite, and star and constellation and galaxy, still bear witness to the power, the wisdom, and the love which placed them in the heavens, and upholds them there."

Natural History and Physiology.—"Every clime is tasked," observes BANCROFT, "to enlarge the boundaries of knowledge. Minerals that lie on the peaks of the Himalayas, animals that hide in the densest jungles of Africa, flowers that bloom in the solitudes of Sumatra, or the trackless swamps along the Amazon, are brought within the observation and domain of science.

"With equal diligence the internal structure of plants and animals has been subjected to examination. We may gaze with astonishment at the advances which the past fifty years have made in the science of comparative physiology. By a most laborious and long continued use of the microscope, and by a vast

number of careful and minute dissections, man has gained such insight into animal being, as not only to define its primary groups, but almost to draw the ideal archetype that preceded their creation. Not content with the study of his own organization and the comparison of it with the Fauna of every zone, he has been able to count the pulsations of the heart of a caterpillar ; to watch the flow of blood through the veins of the silkworm ; to enumerate the millions of living things that dwell in a drop of water ; to take the census of creatures so small, that parts of their members remain invisible to the most powerful microscope ; to trace the lungs of the insect which floats so gayly on the limber fans of its wings, and revels in the full fruition of its transcendent powers of motion."

Chemistry.—How wonderful, how varied, and how useful is a knowledge of chemistry. Earths and alkalis, touched by the creative wire of electricity, start up into metals that float on water, and kindle in the air. Chemistry explains the formation of clouds, rain, mist, snow, water-spouts, and other atmospheric phenomena ; treats of the great combinations of nature, which produce volcanoes, earthquakes, deluges, minerals ; it acquaints us with the best means of constructing and arranging our habitations, so as to render them healthy, of examining and adjusting the air which we must breathe in them, guarding against contagious diseases, selecting and preparing wholesome food, drink, and clothing, discovering and explaining the influence of occupation, fashion and customs on health and longevity ; it treats of the nature of plants and soils, their mutual adaptation, the laws of production, and the nature and use of manures ; and its applications to the arts, manufactures, agriculture, household economy, the health and happiness of our race, are most extensive, interesting and important. Every School Library should possess popular works on a subject so varied and useful in all the affairs and interests of every-day life.

Geology.—This science is full of interest and profit to our race. It has faithfully pointed out the localities of precious and useful metals and coal, which have added unnumbered millions to the comfort and wealth of the civilized world. "The geologist," says BANCROFT, "has been able to ascertain, in some degree, the chronology of our planet ; to demonstrate the regularity of its structure where it seemed most disturbed ; and where nature herself was at fault, and the trail of her footsteps broken, to restore the just arrangement of strata that had been crushed into confusion, or turned over in apparently inexplicable and incongruous folds. He has perused the rocky tablets on which time-honored nature has set her inscriptions. He has

opened the massive sepulchres of departed forms of being, and pored over the copious records preserved there in stone, till they have revealed the majestic march of creative power, from the organism of the zoophyte entombed in the lowest depths of Siluria, through all the rising gradations of animal life, up to its sublimest result in God-like man."

Electricity.—"Of the nature of electricity," says BANCROFT, "more has been discovered in the last fifty years than in all past time, not even excepting the age when our own Franklin called it from the clouds. This aerial invisible power has learnt to fly as man's faithful messenger, till the mystic wires tremble with his passions, and bear his errands on the wings of lightning. He divines how this agency which holds the globe in its invisible embrace, guides floating atoms to their places in the crystal; or teaches the mineral ores the lines in which they should move, where to assemble together, and where to lie down and take their rest. It whispers to the meteorologist the secrets of the atmosphere and the skies. For the chemist in his laboratory it perfects the instruments of heat, dissolves the closest affinities, and reunites the sundered elements. It joins the artisan at his toil, and busily employed at his side, this subtlest and swiftest of existences tamely applies itself to its task, with patient care reproduces the designs of the engraver or the plastic art, and disposes the metal with a skillful delicacy and exactness which the best workman cannot rival.—Nay, more: it enters into the composition of man himself, and is ever present as the inmost witness of his thoughts and volitions."

Of Natural and Intellectual Philosophy, of Botany, and other interesting subjects, it is not necessary to speak in detail.—When presented in popular forms, they cannot fail to interest, enlighten and strengthen the youthful mind. In both the natural and mental world, we find abundant sources of the noblest attraction, and of the highest utility to our race. Let books on these and kindred subjects, properly popularized, and stripped of technicalities, be placed where children and their parents can everywhere have free and convenient access to them, and it would be impossible to estimate the happy results of a few brief years' experience.

The time was when even the learned Bacon thought the stump of a beech tree had been known to put forth a birch, and when the great philosopher Kepler believed that the planets were monstrous animals—errors from which those giant minds could not divest themselves, but which the veriest school boy now knows to be absolutely impossible. "The collective man of the future," suggests BANCROFT, "will see further, and see more

clearly, than the collective man of to-day, and he will share his superior power of vision and his attainments with every one of his time. Thus it has come to pass, that the child now at school could instruct Columbus respecting the figure of the earth, or Newton respecting light, or Franklin on electricity; that the husbandman or the mechanic of a Christian congregation solves questions respecting God and man, and man's destiny, which perplexed the most gifted philosophers of ancient Greece."

SOME OF THE SPECIAL BENEFITS OF SCHOOL LIBRARIES.

There are several special benefits to be derived from a general system of School Libraries, that deserve particular notice.

1. Standard histories would inform us of the different countries and ages, of the men and the women, to whom we are indebted as a nation for our success, our knowledge, and prosperity. "Our land," says BANCROFT, "is not more the recipient of the men of all countries than of their ideas. Annihilate the past of any one leading nation of the world, and our destiny would have been changed. Italy and Spain, in the persons of Columbus and Isabella, joined together for the great discovery that opened America to emigration and commerce; France contributed to its independence; the search for the origin of the language we speak carries us to India; our religion is from Palestine; of the hymns sung in our churches, some were first heard in Italy, some in the deserts of Arabia, some on the banks of the Euphrates; our arts come from Greece; our jurisprudence from Rome; our maritime code from Russia; England taught us the system of Representative Government; the noble Republic of the United Provinces bequeathed to us in the world of thought, the great idea of the toleration of all opinions; in the world of action, the prolific principle of a Federal union. Our country stands, therefore, more than any other, as the realization of the unity of the race."

2. Teachers would be improved, and they, in turn, would still more improve their pupils. "In the first place," remarks Prof. DANIEL READ, now of our State University, "the teacher will be improved in the standard of his qualifications. No one is fit to be a teacher who is not himself a learner. This is a pre-requisite to all success. Unless the teacher is a learner, he cannot have the spirit of his profession; he cannot be an earnest man in his work; unless his own mind is quickened and made active by thought and study, he is wholly unfit to stir up and energize the minds of others. In the library, he has constantly before him a stimulant to his own improvement; and he can bring forth from this *treasure-house* things new and old to

interest and arouse his school. Instead of spending his leisure moments in idleness and gossip, he has, in the library, a never failing means of enjoyment and recreation befitting his vocation.

"Besides, in every School Library, there would, of course, be placed the standard works on the theory and art of teaching. Thus the best and most improved methods of conducting a school are brought directly to his attention and knowledge—the means of governing a school—of banishing inertness and the stupid routine of drawling lessons. Above all, his own mind will be stirred up, and he will be brought to think for himself, as well as to avail himself of the aids of others. How should the young teacher, male or female, without experience, know how to conduct the school, and with what eagerness will aid and instruction be sought from the best books. It is a common topic of complaint here and everywhere, that well qualified teachers cannot be had for our schools. What shall be the remedy? This has been a subject of earnest inquiry in our State Legislatures, and among our eminent educators. Some of the States have established Normal Schools at a vast expense; some have made liberal appropriations for the support and holding of Teachers' Institutes. No doubt these instrumentalities have accomplished their measure of good. But I shall not soon forget the remark of an eminent teacher of another State, whose heart is in every great educational movement. 'After all,' said he, 'the little silent volumes for teachers, which have been sent out in our School Libraries, have done more good in improving our teachers, and making them what they should be, than any thing else we have done. They have gone into every school-house, and been the guides and companions of our young teachers, our young men and women, when entering upon their new charge, while all other instrumentalities have been partial and limited in their influence.' "

School Libraries would open to teachers a source from which they could prepare lectures for the benefit of the district, as well as Teachers' Institutes, on the various subjects of education, health, morals, government, natural and civil history, the wonders of science, the discoveries of art, and many other topics of enduring interest. They would have the means at their command to prepare themselves, if not already prepared, for another important work—one, in an eminent degree uniting pleasure and instruction: "Once, at least, each week," suggests Hon. ANSON SMYTH, State Commissioner of Common Schools of Ohio, "I would have the teacher accompany the pupils on an excursion through the neighboring fields and groves. This occasion might be improved for the imparting instruction

in Botany, Geology, Entomology and Ornithology. The varieties of plants, flowers, herbs, grasses, grains, shrubs, and trees,—of soils and stones,—of insects and birds,—would furnish pleasing and profitable subjects for remark and inquiry. Upon these subjects all children should be instructed. It is a deplorable truth, that in all our larger towns, children are almost utterly ignorant in regard to them. There are thousands of school girls who, at a glance, could name the fabrics of all the dresses ever worn by Caroline Woodman or Flora McFlimsey; but who could not tell the growing oats, barley, rye and wheat; nor the oak, beech, maple and hickory apart; nor distinguish between an owl and an eagle, a wren and a robin."

3. The influence of School Libraries upon the pupils themselves would be no less salutary. As children learn to read, proper books, suitable to their understanding, would prove a powerful incentive to their acquisition of knowledge. They would give a new zest to their studies, and constantly impart a new stimulus to learn more. It is well known, that in very many of our districts, schools are kept only the three months, the requisite period to secure a share of the School Fund apportionment; thus leaving the children in those districts nine months of the year without school instruction; and the average months of schools taught in the State is only five and three fifths—leaving more than half of the year throughout the State during which our two hundred and sixty-four thousand children are without the least visible means of instruction. Then, in an especial manner, do they need School Libraries, to which they can resort, and find the means and incentives for intellectual growth and improvement. Let them have the best works of the best minds, past and present, and it will be better for them than to have the most brilliant lectures, incomplete as they always, from their nature, must be, delivered in their respective neighborhoods by Bancroft, Everett, Emerson, Bayard Taylor and others of the most cultivated scholars of our country.

4. School Libraries would prove a powerful incentive towards the formation of Youth's Debating Clubs, and Literary Associations, by furnishing sources of information upon almost every practical subject. Thus would the spirit of research and discussion be fostered and encouraged, deep, clear and correct thinking promoted, and the rising man fitted for the stern mental conflicts of life, in which many, no doubt, will hereafter be called upon to engage, as the law-makers and expounders of our State and Union.

5. These Libraries should contain an appropriate selection of works of the best poets—God's interpreters of nature. The

Iliad of Homer, is unquestionably the finest epic in the world, and the Œdipus of Sophocles is peerless in poetic literature. But as a whole, it has been remarked, the English poetry is the richest gift ever bestowed, by the genius of any people, upon the human family. "The School Library," observes President BARKER, "is the depository of this literature, and by the study of it chiefly, must the taste of our people be refined, and the current of their thoughts be ennobled. In Italy, pictures and statues, architecture and music, have performed this task; in England landscape gardening has infused universally a tinge of poetic sentiment. Here these agencies do not exist; but it is the privilege of all to see suspended in writing, the imperial creations of the poet and the philosopher, and to gaze on them till their own souls thrill with transport, and vibrate in unison with these generous sentiments." Let us gladly scatter flowers along the pathway of knowledge, which may constantly fill the mind with the image of beauty and goodness.

"Do any reply," asks Mrs. SIGOURNEY, "that 'the perception of the Beautiful' is but a luxurious sensation, and may be dispensed with in those systems of education which this age of *utility* establishes? But is not its culture the more demanded, to throw a healthful leaven into the mass of society, and to serve as some counterpoise for that love of accumulation, which pervades every rank, intrudes into every recess, and spreads even in consecrated places the 'tables of the money-changers, and the seats of such as sell doves?' In ancient times, the appreciation of whatever was beautiful in the frame of Nature, was accounted salutary, by philosophers and sages. Galen says, 'He who has two cakes of bread, let him sell one, and buy some flowers; for bread is food for the body, but flowers are food for the soul.' If the perception of the Beautiful may be made conducive to present improvement, and to future happiness; if it have a tendency to refine and sublimate the character; ought it not to receive culture throughout the whole process of education? It takes root, most naturally and deeply, in the simple and loving heart; and is, therefore, peculiarly fitted to the early years of life, when, to borrow the language of a German writer, 'every sweet sound takes a sweet odor by the hand, and walks in through the open door of the child's heart.'"

6. To young ladies would School Libraries prove of unspeakable benefit. "But to you, my young lady friends," says GEORGE B. EMERSON, "even more than to your brothers, it is important now to acquire a talent for reading well, and a taste for reading. I say *more important*, for, looking forward to the future, you will need it more than they. They are more inde-

pendent of this resource. They have their shops, and farms, and counting houses to go to. They are daily on change.—They go abroad on the ocean. The sphere of woman, her place of honor, is home, her own fireside, the cares of her own family. A well educated woman is at work in this sphere, shedding around her the light of intelligence, the warmth of love and happiness. And by a well-educated woman, I do not mean merely one who has acquired ancient and foreign languages, or curious or striking accomplishments. I mean a woman who, having left school with a firmly-fixed love of reading, has employed the golden leisure of her youth in reading the best English books, such as shall prepare her for her duties. All the best books ever written are in English, either original or translated; and in this richest and best literature of the world, she may find enough to prepare her for all the duties and relations of life. The mere talent of reading well, simply, gracefully,—what a beautiful accomplishment it is in woman! How many weary and otherwise heavy hours have I had charmed into pleasure by this talent in a female friend. But I speak of the higher acquisition, the natural and usual consequence of this, a taste for reading. This will give a woman a world of resources.

"It gives her the oracles of God. These will be very near her;—nearest to her hand when she wakes, and last from her hand when she retires to sleep. And what stores of wisdom, for this world and for a higher, will she gain from this volume! This will enable her to form her own character and the hearts of her children. Almost every distinguished man has confessed his obligations to his mother. To her is committed the important period of life. How necessary, then, is it that she should possess a knowledge of the laws of the body and the mind, and how can she get it but by reading? If you gain only this, what an unspeakable blessing will your education be to you!"

7. Such Libraries would have a tendency to lop off many of the rougher exterior habits of our youth, and lead them to cultivate habits of refinement and politeness. They are sadly needed. The ancient bow and courtesy—little civilities, but none the less significant of respect for elders and superiors—which were so common forty years ago, are now become quite out of fashion. "But where," enquires Mr. Commissioner SMYTH, of Ohio, "in all our land, does this good old practice prevail? Where are the evidences in our children of the possession of that spirit of kind respect and appropriate regard for their superiors in years and wisdom? Who does not know that bows and courtesies, on the part of our boys and girls, are ob-

solete, both in idea and practice ; and are numbered with the lost arts of the ancients ? It has been remarked, that 'there are thousands of boys in this great country, not one of whom has ever made a bow, unless when he had occasion to dodge a snow-ball, a brick-bat, or a bowlder.'

"Some eight or ten winters since, Ex-Governor Everett, of Massachusetts, with the late Amos Lawrence, was, in a sleigh, riding into Boston. As they approached a school-house, a score of young boys rushed into the street, to enjoy their afternoon recess. Said the Governor to his friend, 'Let us observe whether these boys make obeisance to us, as we were taught to do fifty years ago.' At the same time he expressed the fear, that habits of civility were less practised than formerly. As they passed the school-house, all question and doubt upon the subject received a speedy, if not a satisfactory settlement ; for each one of those twenty juvenile New Englanders did his best at snow-balling the way-faring dignitaries."

"That more regard," says Mr. NORTHEED, the late distinguished Principal of the Connecticut State Normal School, "should be manifested by the young to rules of etiquette and courtesy, must be admitted by every observing mind. There is too little reverence for age and authority ; too slight a respect to laws of both man and God. The transition from boyhood to imagined manhood is altogether too rapid, as by it the son is, often, placed above the parent, and the pupils taught become much wiser, *in their own estimation*, than their teachers. Boys in their undue anxiety to become men, are neither men nor boys, but form a new, peculiar race." To rectify these evil tendencies, the School Library must come to the aid of the teacher and the parent.

8. Good Libraries would not fail to exert a happy influence in eradicating vicious habits. "Habitual novel reading," says Hon. JOHN D. PHILBRICK, recently Superintendent of Common Schools of Connecticut, and now City Superintendent of Boston, "is extremely detrimental to the health and vigor of both body and mind. Works of fiction, and those of the baser sort, constitute almost the entire staple of the reading of the multitudes of our youth. This species of literature has increased, within a few years, to an alarming extent, and its readers have increased in a corresponding ratio. It is spreading over the land like a moral plague, tainting the whole moral atmosphere with its pestilential breath. The reading of such productions inflames the passions, depraves the imagination, and corrupts the heart. A recent author has truly said, 'They paint for our imitation, humane murders, licentious saints, holy infi-

dels, and honest robbers. Over loathsome women and unutterably vile men, is thrown the checkered light of a hot imagination, until they glow with an infernal luster."

"Would you," asks Prof. READ, "effectually banish from the generation growing up, stupid knavery, low vices, idleness, loafing, running about upon the Sabbath? These and kindred vices will be most effectually banished by sending out into every neighborhood the means and incentives of intellectual culture."

"What boy," inquires HORACE MANN, "what *boy*, at least, is there, who is not in daily peril of being corrupted by the evil communications of his elders? We all know, that there are self-styled gentlemen amongst us,—*self-styled gentlemen*,—who daily, and hourly, lap their tongues in the foulness of profanity; and though, through a morally insane perversion, they may restrain themselves, in the presence of ladies and of clergymen, yet it is only for the passing hour, when they hesitate not to pour out the pent-up flood, to deluge and defile the spotless purity of childhood,—and this, too, at an age, when these polluting stains sink, centre-deep, into their young and tender hearts, so that no moral bleachery can ever afterwards wholly cleanse and purify them."

It is always with pain and sorrow, that the good man hears God's name taken in vain; yet, in fervent charity may he hope that, "The accusing spirit flew up to Heaven's chancery with the oath, and as she wrote it down, dropped a tear on the word, and blotted it out forever." By multiplying the purest models of literature, we may confidently hope to do much towards rooting out this vile habit, and implanting in the breasts of our youth an unswerving reverence for the sacred name and character of the Supreme Being.

Another evil habit to which a love of reading, acquired by the School Library, would prove superior, is the low and grovelling desire to witness the vulgar minstrels, and corrupt ballet dancers, who stroll through the land—not of the Venus Celestial sort, but of the Venus Infernal. "One of the most striking things," says HORACE MANN, "in the '*Letters from Abroad*,' by Miss C. M. Sedgwick, is the uniform and energetic condemnation which that true American lady bestows upon opera-dancers, and the whole *corps de ballet*, for the public and shameless exhibition of their persons upon the stage. Have our young ladies of our cities a nicer sense of propriety, of modesty, and of all the elements of female loveliness, than this excellent author, who has written so much for their improvement, and who is herself so admirable an example of all feminine purity and delicacy? And have the young men of America

a higher *ideal* of what belongs to a true gentleman,—to a man of lofty and noble nature, than a writer, who is so justly celebrated, in both hemispheres, for her pure and elevated conceptions of human character !”

9. By placing in every School Library one or two standard works on *School Architecture*, we should soon see a decided improvement in the size, style, arrangement, and comfort of our school-houses, and in the selection of the most beautiful and appropriate locations for them—thus rendering them attractive, rather than repulsive, to the youth who repair there for the highest and holiest of purposes. What Mr. MANN said eighteen years ago of the school-houses of Massachusetts, is equally applicable to those of Wisconsin at the present day.—“Our school-houses,” said he, “are a fair index or exponent of our interest in Public Education. Suppose, at this moment, some potent enchanter, by the waving of his magic wand, should take up all the twenty-eight hundred school-houses of Massachusetts, with all the little triangular and *non-descript* spots of earth whereon and wherein they have been squeezed,—whether sand bank, morass, bleak knoll, or torrid plain,—and whirling them through the affrighted air, should set them all down, visibly, round about us, in this place ; and then should take us up into some watch-tower or observatory, where, at one view, we could behold the whole as they were encamped round about,—each one true to the point of compass which marked its nativity, each one retaining its own color or no-color, each one standing on its own heath, hillock or fen ;—I ask, my friends, if, in this new spectacle under the sun, with its motley hues of red, gray, and doubtful, with its windows sprinkled with patterns taken from Joseph’s many-colored coat, with its broken chimneys, with its shingles and clap-boards flapping and clattering in the wind, as if giving public notice that they were about to depart,—I ask, if, in this indescribable and unnameable group of architecture, we should not see the true image, reflection and embodiment of our own love, attachment and regard for Public Schools and Public Education, as, in a mirror, face answereth to face ? But, however neglected, forgotten, forlorn, these edifices may be, yet within their walls is contained the young and blooming creation of God. In them are our hope, the hopes of the earth. There are gathered together what posterity shall look back upon, as we now look back upon heroes and sages, and martyrs and apostles ; or as we look back upon bandits and inquisitors and sybarites. Our dearest treasures do not consist in lands and tenements, in rail-roads and banks, in ware-houses or in ships upon every sea ; they

are within those doors, beneath those humble roofs ; and is it not our solemn duty to hold every other earthly interest subordinate to their welfare ?”

10. School Libraries will create the germs of thought in the minds of our ingenious youth, and will thus be likely to lead to useful inventions. We know not whose humble roof may shelter a Franklin, a Newton, a Watt, an Arkwright, a Fulton, a Whitney, or a Morse.

“Of what use is all your studying and your books?” said an honest farmer to an ingenious artist. “They don’t make the corn grow, nor produce vegetables for market. My Sam does more good with his plough in one month, than you can do with your books and papers in one year.”

“What plough does your son use?” said the artist, quietly.

“Why, he uses ——’s plough, to be sure. He can do nothing with any other. By using this plough, we save half the labor, and raise three times as much as we did with the old wooden concern.”

The artist turned over one of his sheets, and showed the farmer a drawing of his much-praised plough, saying with a smile, “I am the inventor of your favorite plough, and my name is——.”

The astonished farmer, it is said, shook the artist heartily by the hand, and invited him to call at the farm-house, and make it his home as long as he liked.

11. A good School Library in every neighborhood, would serve a most important purpose, in giving the rising generation a better idea of the learned professions, commerce, manufactures, and the mechanic arts, and of the requisite amount of knowledge and preparation necessary to fit them for engaging, with a fair prospect of success, in any of these several pursuits. An appropriate proportion of the best works on Agriculture, Horticulture, stock and fruit raising, the culture of the Chinese sugar cane, and other branches of Farm Husbandry, would tend to dignify the earliest and noblest occupation of man, and would be worth many thousands of dollars annually, to the yeomanry of our State, their rising sons and daughters. “The farmer and mechanic, and even the housewife,” the late Judge BUEL well remarked, “require *professional* books,—books that will instruct them in their several employments—that will render their labors more enlightened, more pleasant, more profitable, more respectable,—as much as the lawyer, the physician, or the clergy require professional books to perfect them in their several vocations.”

12. How few, comparatively, have any practical knowledge of physical education, its wants and necessities, its neglects and

penalties. It is the physical condition of the child from its birth onward, and the physical condition of the parents before its birth, that involve its health, growth, and longevity. Air, temperature, dress, diet and exercise, with their proper relations and bearings to each other, have more to do with the successful rearing of children, than the most devoted maternal love, ignorant of these requisites, or any amount of the best medicines ever devised by the skill of man. Nearly a fourth part of the human race die before they attain the age of a single year. It has been well asked, what would the farmer or the shepherd say, if he should lose nearly a fourth part of all his lambs and kids before a seventieth part of their natural life had been reached! Before attaining the age of five years, more than a third part of all our race die—a great majority of them from ignorance on the part of their parents of the great laws of physical education. How much of human life would be saved, bereavement and misery avoided; and how much of joyous health, rosy beauty, and unspeakable happiness, would be promoted, if we had in every School Library throughout the length and breadth of the State, so all could read and profit by them, such works as Dr. Combe's Principles of Physiology as applied to Health and Education, and kindred works on the mental and physical condition of man, and the great laws of nature, relating to the preservation of health, and the longevity and happiness of our race.

13. The School Library would diminish the commission of crime. It has been the experience of the civilized world, that education has invariably had this effect. Scotland presents a remarkable instance of the diminution of crime, the increase of public wealth, and the diffusion of private comforts, as the result of the increased and increasing attention to the education of the people. Little care is paid to educating the masses in Spain, and, as the natural consequence, we find there *twelve hundred and thirty-three* convictions for murder in a single year, *seventeen hundred and seventy-three* convictions on charges of maiming with intent to kill, and *sixteen hundred and twenty* persons convicted of robbery under aggravated circumstances. According to the returns made to the British Parliament, the commitments for crimes, in an average of nine years, in proportion to population, are as follows: In Manchester, the most infidel city in Great Britain, 1 in 140; in London, 1 in 800; in all Ireland, 1 in 1600; and in Scotland, celebrated for learning and religion, 1 in 20,000! Out of nearly 28,000 persons convicted of crime in the State of New York, during a period of ten years, but 128 had enjoyed the benefits of a *good* common school education, and only about one half could either

read or write. Statistics of crime will everywhere reveal to us the sad policy of neglecting to provide for our youth the necessary means of good education and attractive School Libraries, while paying at the same time a still greater tax for the protection of community against the crimes and depredations of the ignorant, the idle, and the vicious — whose very ignorance and vice are the result of their early want of schools and libraries.

14. The School Library would increase the wealth of the State. "If a man," says FRANKLIN, "empties his purse into his head, no one can take it away from him. An *investment in knowledge* always pays the best interest." "Knowledge," says Hon. J. D. PHILBRICK, "is the great producer of wealth. Just in proportion as the hands of those who labor in the field, or in the work-shop, at the plow or the loom, are guided by intelligence, in the same proportion will their labor be productive. This proposition holds true even in the lowest species of productive industry. It has been demonstrated beyond the shadow of a doubt, that the well educated operative or laborer does more work, does it better, wastes less, uses his allotted portion of machinery to more advantage and more profit, earns more money, commands more confidence, rises faster, rises higher from the lower to the more advanced positions of his employment, than the uneducated. The farmer who reads on the subject of farming, has money in the bank, while his neighbor, who does not take a paper, sleeps under a mortgaged roof."

SCHOOL LIBRARY EXPERIENCE IN SISTER STATES.

In the matter of School Libraries, we have no occasion to look to Europe and profit by her experience; they are purely an American out-growth — the natural result of the necessities of an earnest and inquiring people. While several of our States have taken hold of the subject of School Libraries with more or less earnestness, all have not equally well succeeded; and where failures, or partial failures, have occurred, it is of as great importance to learn the true causes, as to ascertain the means of success in others. Thus may we alike profit by the mishaps of the one, and the more fortunate experience of the other.

New York.—It was reserved for the Empire State to lead the way in this noble enterprise. That far-seeing and sagacious statesman, DeWitt Clinton, in his message as early as 1827, recommended a small collection of books and maps to be attached to common schools. Gov. Clinton died the following year, but in 1830, Azariah C. Flagg, then Secretary of State, and Superintendent of Public Instruction, presented the subject

to the Legislature ; and, in 1833, his successor, Gen. John A. Dix, strongly urged the establishment of district libraries.— The next year, an act was passed, permitting the districts, if they saw fit, to impose a tax of \$20 for the first year, and \$10 for each succeeding year, and leaving the districts to select the books. Simply permitting the districts to establish libraries, and throwing the selection of books into the district meetings, were grave errors — the last of which still remains unremedied. The former was effectually corrected in 1838, when upon Gov. Marcy's recommendation, a portion of the United States' deposit fund was appropriated to each district which should raise by tax an equal amount. Thus was \$55,000 a year set apart by the State for books and apparatus for the School Libraries, on condition that the districts should raise as much more — making \$110,000 annually, an example of enlightened public munificence for a noble object, which had no precedent in the history of legislation.

"New York has the proud honor," says Hon. HENRY S. RANDALL, in a report on the subject in 1844, "of being the first government in the world, which has established a free library system, adequate to the wants of her whole population. It extends its benefits equally to all conditions, and in all local situations. It not only gives profitable employment to the man of leisure, but it passes the threshold of the laborer, offering him amusement and instruction, after his daily toil is over, without increasing his fatigues, or subtracting from his earnings. It is an interesting reflection, that there is no portion of our territory, so wild or remote, where man has penetrated, that the library has not peopled the wilderness around him, with the good and wise of this and other ages, who address to him their silent monitions, cultivating and strengthening within him, even amidst his rude pursuits, the principles of humanity and civilization. This philanthropic and admirably conceived measure, may justly be regarded as, next to the institution of Common Schools, the most important of that series of causes, which will give its distinctive character to our civilization as a people."

In 1841, Gov. SEWARD, after observing that almost every district in the State was then in possession of a library, remarked in his message : "Henceforth, no citizen who shall have improved the advantages offered by our Common Schools and District Libraries, will be without some scientific knowledge of the earth, its physical condition, and its phenomena ; the animals that inhabit it, the vegetables that clothe it with verdure, and the minerals under its surface ; the physiology and intellectual powers of man ; the laws of mechanics and their practical uses ; those of chemistry and their application

to the arts ; the principles of moral and political economy ; the history of nations, and especially that of our country ; the progress and triumph of the democratic principle in governments on this continent, and the prospects of its ascendancy throughout the world ; the trials and faith, valor and constancy of our ancestors ; with all the inspiring examples of benevolence, virtue and patriotism, exhibited in the lives of the benefactors of mankind. The fruits of this enlightened enterprise, are chiefly to be gathered by our successors. But the present generation will not be altogether unrewarded. Although many of our citizens may pass the District Library heedless of the treasures it contains, the unpretending volumes will find their way to the fireside, diffusing knowledge, increasing domestic happiness, and promoting public virtue."

Gov. WRIGHT, in his message in 1845, referring to the disposition of the public funds for the purchase of libraries, and other purposes of popular education, remarked : "No public fund of the State is so unpretending, yet so all-pervading—so little seen, yet so universally felt—so mild in its exactions, yet so bountiful in its benefits—so little feared or courted, and yet so powerful, as this fund for the support of Common Schools. The other funds act upon the secular interests of society, its business, its pleasures, its pride, its passions, its vices, its misfortunes. *This* acts upon its mind and its morals. Education is to free institutions, what bread is to human life, the staff of their existence. The office of this fund is to open and warm the soil, and sow the seed from which this element of freedom must grow and ripen into maturity ; and the health or sickness of the growth will measure the extent and security of our liberties."

"The crowning glory of our whole Common School system," exclaimed JAMES HENRY, Jr., the County Superintendent of Herkimer, in 1848, "is the institution of District Libraries. These institutions are designed to carry forward and complete the process which is but commenced in the schools. The schools are intended to teach children and youth the art of acquiring useful knowledge ; the library is designed to afford them the means of reducing that art to practice."

Such were the encouraging words of commendation from every quarter. Horace Mann, Henry Barnard, and many others, were unstinted in their praise ; and it seemed for a while, that in the matter of School Libraries, New York had indeed discovered the philosopher's stone. Time, however, began to develop some defects, and these it is proposed to point out—or, rather, to let some of the prominent educators and friends of education, in that State, themselves point them out.

The earliest evils that developed themselves, were improper books that were thoughtlessly placed in the libraries, and the misappropriation of the library fund. Hon. HENRY S. RANDALL, late Superintendent of Public Instruction, of New York, and the distinguished author of the *Life of Jefferson*, as early as 1842, when County Superintendent of Courtland, thus strongly and pointedly spoke against the "Pirate's Own Book," and "Lives and Exploits of Banditti and Robbers," which had found their way into several of the School Libraries he had examined :

"I have uniformly advised their removal, and assigned the following reasons :—that, in the first place, aside from any directly pernicious tendency which they are supposed to exercise, the information which they contain is not of a valuable character ; that the wild and exciting tales which they contain, unfit the youthful mind for the perusal of works of a graver and more useful character ; that they cater to a depraved taste by dilating on all the revolting details of the worst crimes of which humanity is capable ; and, lastly, that they *do* exercise a positively bad and dangerous tendency over the youthful mind.—The first step to vice is the knowledge of it. And where vice and crime are painted in those illusive colorings which nearly ally them to virtues, they lose their naked repulsiveness.—When the brute courage of the lawless buccaneer is held up and expatiated on as lofty heroism ; when the capricious mercy, which even the gorged wild beast will occasionally, and perhaps equally often, manifest, is dignified with the name of magnanimity and generosity, it is to be feared that the lives of such men afford not the benefit of a negative example,—at least to the youthful mind, which the Common School libraries are intended principally to benefit. It is to be feared that, to the mind in which sound principles have not taken deep root, and had time to attain some degree of vigor and maturity, these tales of wild excitement and daring adventure,—where new scenes and new objects for ever meet the eye,—where the most untrained passions meet with no check, and untold wealth may be had for the asking,—are more prone to dazzle and captivate, than to excite disgust and abhorrence. I have ever thought there was a dangerous kind of fascination in stories of this kind. All have heard of the incident of the young man, who, on witnessing a thrilling representation on the stage, of the 'Ruined Gambler,' exclaimed in an uncontrollable burst of feeling, 'I, too, will be a ruined gambler !'

"But it has several times been said to me, 'All this is obviated by the fact, that, in the end, this pirate or robber was taken and executed.' The smallest boy, however, knows that

his seizure or escape depends upon contingencies. Some never have been taken ; others, we know, have died peaceably in their beds ; many have fallen in battle, the common and the honorable lot of the soldier ; and, when seized and put to death, even by those vindictive methods, until so recently practiced,—by the cross, by impalement, etc.,—if the youthful mind has not already been prepared to regard it as the martyrdom of a hero, we, at least, have the warrant of experience, in saying that the public exhibitions of scenes of this kind, either on paper or in actual life, have never been found to exercise that salutary influence, which, perhaps, it would be so natural to expect.

“ Such, Sir, is an outline of the reasons which I have urged, when I have found such books in the Common School libraries, to procure their removal ; and, in corroboration of some of the positions assumed by me, I would remark that, where I have found such books, librarians and other school officers present, have uniformly admitted that they are more read by boys, than any other books in the library. A sensible farmer complained to me, last week, that he ‘ wished the Pirate book was out of the library, for his son would read nothing else—his whole thoughts were on it day and night.’ ”

Speaking of the same class of books, Hon. SAMUEL YOUNG, while Superintendent of Public Instruction of New York in 1842, remarked: “ They serve only to minister to that morbid appetite for the revolting and disgusting details of vice and crime, especially when exhibited on an extensive scale, which characterizes the undisciplined and vulgar mind. They stimulate and excite the worst propensities and passions of our nature, without contributing, in the slightest degree, to the improvement or elevation of the intellect or the heart. It is deeply and seriously to be regretted, that any considerable portion of an enlightened community should countenance the diffusion of works so exceptionable in their tendency.” * * *

“ I am bound,” he continues, “ by the position to which I have been called, and by the obligations I have assumed, to see that no contaminating influences are permitted to mingle with the pure streams of knowledge and instruction designed to be secured by the introduction of District Libraries into the several school districts of the State. The public funds set apart by the enlightened munificence of the Legislature for the general diffusion of intellectual and moral science, shall never, with my consent or knowledge, be perverted to unworthy, degrading, and ignoble purposes ; and whenever I am satisfied that the District Libraries have been permitted, by those to whom the selection of books has been confided, to become the vehicles of corrupting and contaminating appeals to the passions,

the imagination, or the fancy, I shall promptly apply the remedy which the law has placed in my hands."

Hon. CHRISTOPHER MORGAN, when Superintendent of Schools of New York, speaking of the School Libraries in his report of 1851, observed: "Injudicious selections of books are not unfrequently made by the Trustees, and the library funds committed to their charge squandered upon worthless, or worse than worthless publications." Hon. VICTOR M. RICE, in his report as School Superintendent of New York in 1854, after speaking of there being nearly 12,000 District Libraries in the State, says: "In those districts where the libraries have been best appreciated and most extensively read, the interest in their contents is to the largest degree exhausted, and can only be renewed by a constant replenishing of the shelves with fresh books. The existing appropriation is too small to produce a very marked effect in this way, and the consequence is, that both the old and the new volumes are falling into neglect." In the same report, Mr. RICE elsewhere adds: "The undersigned is constrained to believe, that the future supply of the libraries should be regulated by some safer agency than the hawkers and pedlars, who too often succeed in palming off upon the School Trustees, collections of wretched trash, that have no other recommendation than their nominal cheapness."

"My official investigations and experience," writes Hon. HENRY S. RANDALL, "have amply satisfied me, that if the purchase of libraries is made optional with the districts — the alternative being that the library money may be diverted to the payment of teachers' wages, &c.—the system will prove a failure. There is no doubt that a better method of selecting the books could be devised than having it done by the Trustees of the districts. On the whole, I should be much inclined to favor the plan proposed in your communication. If its details were well adjusted and carried out, I see no reason why it would not succeed, and result in a vast saving of the public money, and a vast improvement of the character of the works placed in the hands of the readers of Common School Libraries."

AMOS DEAN, L. L. D., of Albany, the Chancellor elect of the Iowa State University, and author of the present school system of Iowa, thus writes: "The idea of small districts providing themselves with libraries that will be of any real value, is, in my judgment, perfectly idle. They will not half of them have any books at all, and those that they do have, may stand a great chance of doing more harm than good. If the quality of food that nourishes and sustains the body is at all worth attending to, much more is that which builds up and gives force to the mind, the spiritual principle."

"The most active and fruitful seeds of good and evil in our social system," writes BENSON J. LOSSING, of New York, the well-known author of the *School Histories*, "are found in the literature of the day; and the wisest discrimination is necessary to separate one from the other. It is impossible—absolutely impossible—to have anything approaching to the exercise of such wise discrimination in the system of District Libraries, as organized in some States. How can the Trustees of schools, elected for a temporary purpose, many or most of them away from the centres of business and general knowledge, and engaged in absorbing pursuits, be acquainted with the character of the thousands of books that fall from the press every year? They have no data to guide them, and they are left to the mercy of pedlars and others, who go about the country with 'sensation books'—in other words, moral and intellectual poison—and are compelled to form their judgment from the statements of lying advertisements. This is a monster evil; and many of the libraries of this State are crowded with books that no judicious parent would willingly allow his child to read. In view of the importance of the matter, I heartily coincide with your expressed opinion in relation to Town Libraries, leaving the selection of the books to the State, through proper agents duly chosen by the people."

Hon. SAMUEL S. RANDALL, formerly Deputy State Superintendent of Schools of New York, and now City Superintendent of Schools of New York City, writes: "I cordially approve the substitute of the Town School Library system for that of District Libraries. In our own State the latter plan has been in existence for some twenty years, and although great good has undoubtedly been accomplished by the diffusion of comparatively a few volumes in every district, yet it is manifest that an infinitely greater amount of benefit would have been accomplished by the consolidation of the funds apportioned to the several districts of each town, and the purchase and gradual expansion of a Town Library, centrally located, and easily accessible to all. These views I have repeatedly and earnestly urged upon the Legislature, but as yet without success. I consider the funds thus comparatively frittered away upon a few cheap books in each district, as little better than wasted; while by the adoption of the Township plan, large and valuable libraries would speedily spring up, the worth of which would be unappreciable to the rising generation, and to the citizens of the State generally."

Hon. VICTOR M. RICE, the late Superintendent of that State, observes in his last Annual Report: "The amount now apportioned to the rural districts, where libraries are most

needed, is frittered into sums of one, two or three dollars—sums too insignificant to produce any appreciable effect, or even to repair losses. It is believed that the appropriation should be increased, and that it should be accompanied with such Legislative provisions as will secure the greatest economy in its expenditure, and the most judicious selection of books. The trustees, having but one, two, three, or four dollars to invest, purchase a very few volumes, at a very high price, compared with which they could be obtained in larger quantities. In some of the States, the funds appropriated for the increase of district libraries, are expended by an agent of the State, who procures, directly from the publishers, two or three thousand copies of such works as he may select, and apports the volumes to the districts instead of money. True economy would be consulted by purchasing a whole edition of ten or twelve thousand volumes; for the same money would command at least twice the mercantile value of books which is obtained by the present method; while it might also be reasonably hoped that the intrinsic literary value of the books would be equally enhanced."

The report of Hon. H. H. VAN DYCK, the present Superintendent of Public Instruction of New York, made in January last, gives some interesting facts relative to the condition of the school libraries of that State. It appears, that in 1847, there were, in round numbers, 1,310,000 volumes in the School Libraries of the State; in 1853, they had increased to 1,604,000; and since have gradually decreased, so that in 1857 there were only 1,377,000 volumes reported; showing a diminution of 226,000 volumes in four years, or an average of over 56,000 per annum, while \$55,000 per year had been appropriated on the part of the State for that purpose, on the express condition that the districts should raise for the same object an equal amount. Thus the total number of volumes in the School Libraries of New York exhibit but a slight increase during the last ten years, notwithstanding the expenditure of \$1,100,000 within that period for library purposes.

That something should be allowed for the natural wear of books is reasonable; but the real causes of the diminution are unquestionably found in the reasons assigned by Mr. VAN DYCK in his last report—their probable destruction, to some extent, by use; their dispersion and loss by neglect; and the want of sound judgment by the local Boards of Trustees in regard to the selection of books. "Works of an ephemeral character," adds Mr. VAN DYCK, "embodying little amusement and less instruction, have too often been urged upon Trustees, and found their way into the library, more to the gratification of

the publishing agent than the benefit of the district. It is true also in many cases, that when a library has attained to a respectable number of volumes, as measured in the estimation of those having it in charge, they look upon its enlargement as unnecessary, and seek to turn the appropriation from its legitimate purposes. Hence arise frequent applications to the Department for leave to appropriate the library money to the payment of teachers' wages ; whilst others, it is apprehended, divert it to this and other purposes, without the formalities required by law."

In a personal interview with Mr. VAN DYCK, in September last, he attributed the partial failure of the New York system, to the fact, that on the limited district plan, the libraries are generally too small to be attractive and useful ; that very many districts receive from the State the mere pittance of one, two, or three dollars a year, for library replenishment—an amount manifestly too insignificant to do any material good, even if the few books purchased were of the very best character, and hence, in his opinion, the Township plan would be far preferable. It will be seen, that by dividing the total number of volumes in the School Libraries of New York by 12,000, the number of District Libraries in the State, the average number is 114 volumes to each District Library—the large majority of them, doubtless, being far less—as the result of twenty consecutive years' additions, and at a total cost of \$2,200,000, or \$182 upon an average to each library—or an average of a little over nine dollars to each, annually.

These facts and dearly bought experiences of New York, the pioneer State in the establishment of School Libraries, point unmistakably to two grand defects in the system of that State—first, the District Libraries being so small as to render them almost useless ; and, secondly, the sad waste of a noble fund by its unwise expenditure by local Trustees, who necessarily know but little of the most suitable books ; and if they do, have no proper opportunities to select them. Hence the wisdom of the opinions of Hon. Henry S. Randall, Chancellor Dean, Benson J. Lossing, Hon. Samuel S. Randall, and Hon. H. H. Van Dyck, that a Township Library system, with the books carefully selected by proper State officers, would be decidedly preferable.

Massachusetts—The first to imitate the example of New York, was the State of Massachusetts. It was a noble aspiration of HORACE MANN, when he became Secretary of the Massachusetts Board of Education, to plant the School Library in every neighborhood, so that there should not be a spot within the borders of the State, where a child should be at a greater

distance than a half hour's walk from a library of books suited to his reading. But the first effort of Massachusetts in 1837, like that of New York, simply *permitted* the districts to tax themselves, and procure libraries. It proved a failure, as it did in New York; those who needed them most, were most blind to their own pressing wants. In 1842, a Legislative grant of fifteen dollars was made to each district, on condition of raising an equal amount, for the purchase of a library. The State Board of Education suggested two series of books, of fifty volumes each, nearly all small works; but the districts, after all, were left to their own discretion in the selection. Publishers having on hand old publications, re-bound them, and though often mere trash, disposed of them upon tempting terms of cheapness to the districts, and thus much that was almost worthless, if not positively injurious, found its way into the School Libraries. After three years experience, with the powerful aid of HORACE MANN, only about two thirds of the districts availed themselves of the benefits of the law, and about \$60,000 were thus appropriated. A vast deal of good was unquestionably accomplished. Yet, except as a temporary measure, it is conceded that the system proved a failure. The poorer districts, where libraries were most needed, were comparatively unsupplied. There were three principal causes of failure: 1. Adopting the district instead of the township system. 2. The law provided for only a single appropriation, with no provisions for replenishing the libraries; so when the books were once read, they were laid aside, and the interest in the libraries ceased. 3. No proper provisions were made for the management of the libraries, and hence they were often thrust one side by some blockhead of a librarian, and left to neglect. These libraries have gradually disappeared.

In 1858, the Legislature authorized each town to raise money for the establishment of a Town Public Library; some thirty cities and towns, in the course of five years, have established libraries—at which rate it would require fifty-five years for all the towns to be supplied. So far as adopting the town Library plan is concerned, this appears to be a step in the right direction; but without State aid and encouragement, and that permanently, a few spasmodic efforts, and at best only partial success can be expected.

Maine.—Little has been done in this State as yet for School Libraries. In 1849, there were but seventeen District Libraries; and in 1851, after the district plan had been seven years in operation, only nine towns reported their establishment. Hon. E. M. THURSTON, Secretary of the State Board of Education,

in his annual report of 1851, thus recommends: "It seems to me, that the only feasible way of establishing a general system of public libraries in the State, is to apply the system to towns, instead of school districts."

New Hampshire and Vermont have no State system of School Libraries; but in *Rhode Island* and *Connecticut*, where Mr. BARNARD has labored and sown the good seed, better results have been accomplished. Mr. BARNARD, as the Rev. Dr. WAYLAND assured me; in conversation, "did a great work for Rhode Island in the matter of School Libraries, while at the head of the department of Public Instruction of that State, by infusing the right spirit among the people." The State furnished no direct aid, we believe, and the towns and districts were left to their own discretion. Some 20,000 volumes were reported in 1852, in the School Libraries of the five small counties, comprising thirty towns of that State.

Connecticut.—In 1841, Mr. BARNARD, then Secretary of the Board of School Commissioners of Connecticut, eloquently urged the establishment of School Libraries, the districts to furnish as much as the State for the object. Public sentiment was not then prepared for this noble measure. Hon. JOHN D. PHILBRICK, as Superintendent of Common Schools of that State, in 1855, again brought the subject to the consideration of the Legislature, and pressed the matter with such earnestness, that a law was enacted the following year, granting ten dollars to every school district, for a School Library, and five dollars each succeeding year, on condition of such district raising as much by tax or subscription, for the same purpose.—About one third of the districts of the State have availed themselves of the provisions of this law, the districts being left to select the books, subject to the approval of the Board of Town Visitors.

Middle and Southern States.—Except New York, and a spasmodic effort in New Jersey, none of the Middle States have yet done anything towards School Libraries. In Pennsylvania, their necessity is felt, but they have no State School Fund, and hence have a heavy educational tax to levy. The Southern States have done nothing in the direction of School Libraries. The West—the giant WEST, has outdone them all.

Michigan.—This State took the lead in the West, in establishing libraries for Schools. They were at first District Libraries, but in 1848, we find them changed into Township Libraries. The sum of \$25 is by law annually set apart by each town, out of its local tax, for the Township Library; and to this is added about an equal amount, derived from the clear

proceeds of all fines and penalties for breach of the penal laws of the State, recognizances, and exemption equivalents from military duty. Thus the sum of about \$30,000, is annually expended for the replenishment of these libraries, the Township School Inspectors being charged with the duty of selecting and purchasing the books. It is the testimony of Hon. IRA MAYHEW, the Superintendent of Public Instruction of that State; that "wherever Township Libraries have been established, and properly maintained, they have been productive of incalculable good."

There are now over 500 Township Libraries in Michigan, possessing an aggregate of over 200,000 volumes, or an average of 400 volumes to each library. From the large amount of money appropriated to this purpose, it would seem that there should have been a much larger number of volumes in the libraries; but we may charge something, doubtless, of this apparent deficiency, to the system of purchasing the books of itinerant hawkers and pedlars, who naturally enough feel that they should have pretty liberal profits, with something clever added for freights, and still, perhaps, another item for selecting the books for the local officers.

Ohio.—Hon. SAMUEL LEWIS, Hon. JOHN SLOANE, Hon. SAMUEL GALLOWAY, Hon. HENRY W. KING, and Hon. H. H. BARNY, successive heads of the School Department of that State, urged the establishment of School Libraries. After fifteen years' agitation of the subject, the Legislature at length became awakened to its importance, and in 1853, one-tenth of a mill State tax was imposed on the State valuation, and annually appropriated for the specific purpose of School Libraries, the State Commissioner being charged with the duty of selecting the books, and contracting for their delivery. This tax amounts to upwards of *eighty thousand dollars* a year; and in the years 1854, 1855, and 1856, the total value of the books distributed, amounted to over *two hundred and two thousand dollars*, and the value of *over nineteen thousand dollars* in addition was distributed in school apparatus. The total number of volumes distributed to the School Libraries of Ohio in those three years, was 332,579. After a suspension of the library tax for two years, it has again become operative, and probably not less than 100,000 additional volumes will shortly be distributed.

The present library law of Ohio, fraught as it is with such incalculable good, has met with some opposition, which the present State School Commissioner, Hon. ANSON SMITH, thinks "has arisen from the fact that *sub-district*, rather than *Township* libraries have been attempted. This plan has given to many of the districts so small a number of books, as to

render these libraries little else than objects of contempt; whereas, if all the books apportioned to the township had formed a single Library, it would have been an object of esteem and proper management. For example, here is a Township which receives an apportionment of books to the value of \$100; sufficient for the beginning of an extensive and useful library. But the Township is divided into twelve sub-districts; and when the books are distributed, each receives a library of the average value of about eight dollars. It has been a disputed point, whether the law designed to establish *Township*, or *sub-district* Libraries. In regard to the matter, it is not so clear and explicit as it should be. I therefore recommend that the language of the law be so amended as to require the establishment of *Township* Libraries. If this shall be done, I doubt not that the Library Law will soon become acceptable and popular throughout the State."

Indiana.—As nobly as Ohio has done for School Libraries for her children, Indiana has done still better. Seven years ago, when the School Laws of Indiana were undergoing a revision, Prof. DANIEL READ, now of our State University, and then a Professor in the Indiana State University, and who had shortly previous held a seat in the Convention for the revision of the Constitution of that State, was invited by the joint committee on education of the two houses of the Legislature, to deliver an address on the means of promoting common school education. Among other appropriate topics, Prof. READ strongly urged the establishment of an efficient School Library plan, as indispensable to give vitality to any school system which might be adopted; and, with some hesitancy, ventured to propose an appropriation of some \$30,000 for this object.—“The next day,” says Prof. READ, “ROBERT DALE OWEN, now our Minister resident at the Court of the Two Sicilies, who was then chairman of the joint committee on education, sent for me to call at his room. He said to me, ‘You proposed \$30,000 for School Libraries. That will never do. The committee will not assent to such an appropriation. What! said he in his earnest manner,—will the people of Indiana freely raise taxes to pay the interest on millions of money for which they never received the value of a pin-hook, and when the children of the State cry for the bread of intellectual life shall they refuse them, or put them off with the half of a loaf? No, sir! No, sir! The committee will report nearer \$130,000, for this the greatest object which has ever been proposed to our consideration.’”

Where such enlarged and patriotic views prevailed, it is scarcely necessary to add, that others caught the same noble

spirit, and the present Township Library system—the praise and admiration of all the land—was promptly adopted. A State property tax of *one-fourth of a mill*, and a *twenty-five cent* poll tax, provided the means for the purchase of the libraries, and the State Board of Education were charged with the duty of selecting the books, and contracting on the best terms for them. The law was limited in its operations to two years, but has since been renewed. But two purchases have yet been made, and the reports of 1855 and 1856 seem to exhibit over three hundred and seventy thousand volumes in the several Township Libraries of the State, at an apparent cost of \$296,000—or an average of 80 cents a volume. The partial suspension of legislation which has since unfortunately existed, has checked the progress of the library system of Indiana, but this can be only a temporary evil, from which the State will speedily recover, and continue in the noble career upon which it has so auspiciously entered.

Hon. CALEB MILLS, formerly Superintendent of Public Instruction of that State, denominates the Township Library feature as the “crowning excellence” of the Indiana educational system. “The operation of the library feature of the system, as far as heard from,” he remarks in his annual report of Feb., 1856, “has been exceedingly happy, disappointing the predictions of its enemies, and the fears of its timid friends, and even transcending the most sanguine expectations of its more ardent advocates. The interest awakened by its use, and the estimation in which it is held by adults, as well as youth, confirm the wisdom that gave it a township character rather than a district mission. Its selection and purchase by the Board of Education is not without advantages of an important character. The former may be controlled and governed by the principles of a wise, judicious and well matured plan, and thus secure all that could be desired in forming the taste and giving direction to the reading material furnished by the State, while the latter cannot be else than superior in economy to any other method.”

Illinois, Iowa and Missouri.—These States have as yet done but little in the way of School Libraries. In Illinois private enterprise is doing something for the supply of libraries, with the sanction of the local Boards, and Superintendent of Public Instruction. In the revised School Law of Iowa, provision is made for Township Libraries. Missouri has reported the commencement of a district system.

Upper Canada has an efficient school system, not the least important or successful feature of which is its School Libraries. These are furnished for County, Township, or District organizations, the Government apportioning one hundred per cent. upon all

sums contributed for this purpose of not less than five dollars, either for the establishment or increase of Public Libraries—the Government furnishing the books at the lowest wholesale rates. During the three years since this system went into operation, about 170,000 volumes have been distributed; and about one third of all the sections or districts in the Province, have secured libraries.

THE TOWNSHIP LIBRARY SYSTEM THE WANT OF WISCONSIN.

I hesitate not to say, that after a careful survey of the School Library experiences of this country, every unprejudiced, impartial man will come to the conclusion, that the greatest success has attended that system where the State has provided the books, and sent them forth to every township within her borders. The *Township Library* system is what we want in Wisconsin. Its superiority over the old district plan, is thus briefly pointed out by Hon. CALEB MILLS, late Superintendent of Public Instruction of Indiana, in speaking of the system of that State: "Its peculiar and crowning excellence is, that it is a *Township* in distinction from a *district* library. Libraries on this basis assume, at once, a character for permanence, importance and usefulness, that the lapse of years and the expenditure of ten-fold the funds will hardly impart to the district collection. It also possesses another element, distinguishing it from the product of a mere township association, charged with the responsibility of selection and purchase, which may be denominated its *State* feature, and securing to each township its due proportion of books, under circumstances that promise a more judicious selection, and a more economical purchase.—These features are sufficient to recommend it to the favorable regard of the public, and justify the expectation that the principles controlling the selection, will be sound and judicious, as well as the purchase will be wise and economical."

Let us see what Wisconsin has done for School Libraries under its district system, during the ten years since its organization as a State. In the first place, ten per cent. of the State apportionment was to be appropriated by the Town Superintendents for District Library purposes; this requirement was subsequently changed, so as to leave it optional with the Superintendents whether or not to so appropriate it. In either case, the districts were authorized to levy a tax not exceeding thirty dollars annually for the establishment or increase of their libraries. This simple *permission* for the Town Superintendents, and the districts, to do something for libraries, was long ago regarded as a signal failure in New York and New England.—

It has scarcely worked any better in Wisconsin—the inherent principle is the same everywhere. Town Superintendents, in very many instances, it may charitably be supposed, give the matter little thought; and when they do, it may not be popular, for there is always a class in almost every community who possess little knowledge of books, and for that very reason oppose a tax for libraries, and object to the Superintendents' setting apart ten per cent. of the State apportionment for library purposes, as the district would thereby have so much less with which to pay their teachers, and consequently have just that amount added to their ordinary local tax for that object.—So that between ignorance, demagoguism, and prejudice, School Libraries have been but too generally neglected.

The recent returns show 1,125 District Libraries, and 250 joint libraries in the State, with an aggregate of 38,755 volumes—an average of 28 volumes to each library. As the result of ten years' efforts, it is insignificant; showing upon an average an annual increase of only 3,875 volumes for a great State like ours, with a population of nearly a million of people,* and two hundred and sixty-four thousand children of school age. This would, if equally distributed, furnish one volume to about every seven scholars; or a library of about nine volumes, on an average, to each of the 4,000 school districts in the State, each averaging sixty-six children; or exhibit the very stunted increase of less than a volume a year to each such library, upon an

* **POPULATION OF WISCONSIN.**—By taking the census of 1850, which, in round numbers, was 305,000, and that of 1855, which was 552,000, and by the number of votes polled in those respective years, and the number of school children reported in those years respectively; and contrasting them with the vote and school children of this year, we can very nearly ascertain the present population of the State.

The vote, in round numbers, in 1850, was 42,000; in 1855, 72,000; in 1858, 116,000. The number of school children of 1850, in round numbers, was 92,000; in 1855, 136,000; in 1858, 264,000.

If, therefore, 42,000 votes in 1850, gave a population of 305,000, then 116,000 votes in 1858, should give a population of 842,000. If 72,000 votes in 1855 exhibited a population of 552,000, then 116,000 in 1858, should show a population of 889,000. The average result of both calculations would show a present population of 865,000.

If 92,000 school children in 1850, exhibited a population of 305,000, then 264,000 school children, in 1858, would show a population of 875,000. If 136,000 school children in 1855, exhibited a population of 552,000, then 264,000 children, in 1858, would show a population of 775,000. The average result of these calculations would show a present population of 825,000; or averaging the calculations both by the vote of 1850, 1855 and 1858, and the school children of those years, with the census of 1850 and 1855, and we shall show a present population of 845,000. Since, therefore, the census of 1855, we have increased, upon an average, 100,000 annually. By the middle of 1860, when the census will be taken, we shall exhibit a population of over one million; and if the ratio of congressional representation should be increased from 98,420 to as high as 125,000, or even 180,000, Wisconsin, under the next apportionment, cannot have less than eight representatives.

average, during the ten years since our school system went into operation. Take another view of our Wisconsin library statistics; of the 56 counties in the State, 20 of them report not a single library; 6 others report 9 libraries, with a total of 181 volumes; 8 others report 61 libraries, with 2,017 volumes—thus exhibiting in 34 counties 70 libraries, with 2,148 volumes, and this for nearly *three-fifths* of the counties of the State. So that, in round numbers, 36,000 of the 88,000 volumes in the District Libraries, are confined to twenty-six of the more populous and wealthy counties, which comprise less than *one-eighth* of the territorial limits of the State. And here as elsewhere, in the sparsely settled counties, where there is most poverty, and least intellectual advantages—where, indeed, School Libraries are most particularly needed, such a thing is seldom or never known.

Such is our destitution in the matter of School Libraries. It should be humiliating to our State pride to ponder these facts—and doubly humiliating when we see, as we must, that we are doing almost next to nothing whatever in furnishing useful reading for our over a quarter of a million of children. When we bring to mind the 200,000 volumes in Township Libraries of Michigan, the 332,000 in the School Libraries of Ohio, and the 370,000 in the Township Libraries of Indiana—making altogether over *nine hundred thousand* volumes, all engaged in a work of love, intelligence, virtue and happiness, the magnitude of which is beyond all human calculation, fraught with the noblest and richest blessings to over a million and a half of children, we should feel a sentiment of pride that we have such sister States in the noble North-West, who are doing so much for the intellectual growth of our country. While we wonder and admire, shall not these amazing intellectual achievements quicken and encourage us to imitate their wise and munificent example.

On the present district system we have but one third of the districts in the State supplied with libraries, and they so small as scarcely to deserve the name; and these few are located in portions of the State where they could better be spared than in the more remote destitute frontier regions. The few books purchased are but too generally obtained of itinerant hawkers and peddlers, at extravagant prices, which could well be borne if they did not prove, as they frequently do, moral pests of society. The district plan must necessarily exhibit puny, inefficient, and unsatisfactory results; emphatically failing to accomplish the noble objects sought to be gained by such collections. Other States have wisely abandoned the district plan,

and others are preparing to do so, and the Township system is invariably the substitute.

By the Township plan, with State provision for their establishment and replenishment, as in Michigan, Ohio and Indiana, we should have far larger libraries, and their benefits far more generally diffused; for every town in the State, the poor as well as the rich, would have its proportionate share. As in the olden time, the blessedness of Christianity was manifest in that "to the poor the gospel was preached," so would these precious Libraries perform their noblest mission to the poor and the neglected, though often the excellent of the earth.

By the Township system, we should have a far greater variety of books. Under the old district plan, suppose each of a dozen districts in a town was to have ten new volumes given for a new Library, or replenishing an old one—the same ten volumes that would be *best* and *cheapest* for one, would be *best* and *cheapest* for all; so that in all the twelve districts there would be in truth but *ten* different works; while upon the Township plan, there would be a *hundred and twenty* different works for the same money. Any one can readily see how much more attractive the large number would be to both youth and adults; how many more tastes could be gratified; and how much more knowledge would necessarily be diffused among the people.

By the Township plan, with the State to select and provide the books, a far better class of works would be obtained. The whole range of literature would be open from which to select with the most scrupulous care; and thus the miserable trash served up by the itinerant venders would be avoided. It would not be possible to estimate the gain in virtue and morality that would result from this procedure. Very many of the districts are so situated, that if they buy books, they must procure them of peddlers, or not at all—the latter alternative, as a general rule, might prove the wisest and safest to adopt.

By the Township system, we should get far more books for the same amount of money expended; and, I should fondly hope, with this system, we should have the needed State encouragement, so as to devote far more means to this important object than has ever been done before. Certainly its magnitude and importance urgently demand it. As an evidence of how much cheaper proper books can be procured by State contract, in large quantities, the experience of other States may be cited. In Michigan, it would appear from a letter from Hon. IRA MAYHEW, State Superintendent of Public Instruction, that the cost of the volumes as purchased by the local School Inspectors, of merchants or itinerant venders, may be

set down at one dollar per volume,—and, if full statistics were had on this point, it would probably be found to considerably exceed that sum, as the aggregate number of volumes at that rate, bears no proportion to the amount of means provided for that purpose. In New York and Massachusetts, where the books have been purchased by local school directors and committees, at retail stores or of hawkers and peddlers, the most of them bound in cheap muslin, the average cost has been ninety cents per volume. In Ohio, under the better system of State contract, equally as good—doubtless a far better, selection of books was obtained at an average of sixty-two cents per volume. The experience of Indiana is, we believe, fully equal to that of Ohio, in demonstrating the great saving by these wholesale purchases. The economy of this mode of purchase is so apparent, I trust, as to need no farther elucidation. Suffice it to say, that from the experience of Ohio and Indiana, and from what I have learned from the leading publishers of the country, a contract can be made for the delivery of the very choicest class of books at some central point in Wisconsin, at an average of from thirty-three to forty per cent. less than the usual retail prices, and that too in a far superior style of binding.

This matter of binding is an exceedingly important consideration in a State system of School Libraries. When the State contracts for the whole, a particular style of binding would be specified, combining neatness, uniformity and durability—with each volume stamped “WISCONSIN SCHOOL LIBRARY” on the back of the cover, and the Library Rules and Regulations pasted on the cover within. Under the first contract entered into by the State of Ohio, much complaint was made of the poor and defective character of the binding, by which not a few otherwise valuable books were soon rendered almost worthless; but under the present contract, made in behalf of the State by Hon. ANSON SMYTH, the present Commissioner of Common Schools of that State, a superior style of half roan binding is provided for, with fine black muslin sides, marbled edges and linings, and three head bands, at prices ranging from fourteen to twenty-five cents per volume—specimens of which I have carefully examined, and better, cheaper, or more substantial binding I never saw. I feel the utmost confidence, that in this single item of binding, alone, adopting the very superior style of Ohio, a vast amount would be saved to the State, and our Libraries, in addition to their increased attractiveness, would prove serviceable a far longer period than they possibly could with the ordinary muslin binding generally in vogue.

By the Township plan, in addition to the appropriate variety of works suitable to the capacities of all, a superior class

of books which ought to be in every Township, could be gradually introduced. I allude to such noble works as the New American Cyclopaedia, Benton's Congressional Debates, Bancroft's and Hildreth's Histories of the United States, Prescott's Histories, the works of Franklin, Irving and Sparks, Lossing's Field Book of the Revolution, and Randall's Life of Jefferson. Under the present district plan, few or none of these desirable works could ever be procured. What a flood of light and knowledge would works of this superior character, in a few brief years, pour into every Township in the State. Our noblest sources of literature would no longer be confined to the favored few, but placed within the reach of the humblest citizen and poorest youth of our State—and thus would our School Libraries become, what our Common Schools should and must be—"Good enough for the richest, and cheap enough for the poorest."

There are two objections I wish here to meet. The first is, that the Township system would not be quite so convenient as the district plan, as the majority of persons in each town would have farther to go for the books. This is true. But with our present district plan, two thirds of all the districts in the State have no libraries at all, and hence suffer an inconceivable loss; and under the present system, the poorer, and thus really needier districts, will always be deprived of the priceless blessing of School Libraries. Cannot, and ought not, some personal sacrifices, if need be, be made by all good citizens, for the general good? Is it not the special duty of governments, to provide for precisely just such cases as this, as a part and parcel of a cheap public education, which, it is universally conceded, we are bound to provide for all the children of the State?

By having all the books concentrated in a single School Library in the Township, there would be such an increased number and variety of books, from which to select, as would richly compensate for a little extra walk in their procurement. But even this might be measurably obviated, by leaving each town, by vote of its annual meeting, or by the discretion of its proper school officers, to determine whether the Township Library should be divided into two or three sections, and these respectively placed in as many convenient localities, for six months, or a year, and then interchange these sections with other localities, and so these several sections would be alternating, and brought within the convenient reach of every part of the town. Or, as in Michigan, some district officer might be permitted to draw from the Township Library, every three months, the number to which his district would be entitled, and then loan them under proper regulations, to the people of his district. Either of

these arrangements in connection with the Township plan, would subserve nearly every facility of the District Library system, with the superior advantages of a largely increased number and greater variety of books, offered, in permanent binding, and attractive style, to gladden the hearts, and improve the moral and mental faculties of all classes of community.

The other objection which I have intimated, is, that by a State system of supplying the books by contract, injustice would be rendered to a worthy class of our own citizens engaged in the business of book-selling. I do not think there can exceed fifty regular book-sellers in the State, who deal in miscellaneous literature, such as District Libraries are in the habit of purchasing. During the past year, in round numbers, there have been 10,000 volumes purchased and added to the libraries in the State, probably not to exceed one half of which were bought of regularly established book-sellers, the rest having been purchased of peddlers. If, then, for the 5,000 volumes bought of the legitimate trade of the State, we estimate a dollar and a half upon an average for each volume, it would be, upon an average, \$150 trade with each merchant, with a profit of from thirty-three to fifty per cent. Ought this trifling advantage to fifty of our worthy merchants, to stand in the way of infinitely greater advantages to all the rest of our fellow citizens? "The greatest good, to the greatest number," is a maxim applicable in this case. But we may well doubt, whether, after all, this State system of providing School Libraries, would work any disadvantage to the book-sellers of Wisconsin; for, in the end, the largely increased library attractions and facilities, would naturally beget a love of reading, and in this way, make many a patron of books and book-sellers, that would never otherwise purchase so much in a whole twelve-month, as the value of a Family Almanac. And I should calculate, too, that not only the book-sellers would be benefitted by this certain mode of increasing the lovers of reading, but also the publishers of agricultural, educational, and literary magazines, as well as the publishers of newspapers generally.

TOWNSHIP LIBRARIES—ARE THEY DEMANDED?

The people of Wisconsin, we may be very certain, want no feeble system, no half way work. The very best Library plan is none too good for them, if they can but feel a reasonable assurance that a really better system can be provided, and can but see the way clear to meet the expense. That a better system can be devised, the ample experience of the Township plan of our Western sister States of Michigan, Ohio and Indiana, as compared with the partial, inefficient and dilapidated district

systems of the older States, most conclusively demonstrates. The only remaining question, it seems to me, is, are the people able to bear the expense?

Before answering this question, let us see what other communities have done, and are doing, when high moral and intellectual appeals are made to their patriotism, their generosity, and the love they bear their children. Over a hundred and fifty years ago, Yale College was founded by ten thoughtful and benevolent men, each laying a few volumes on the table, with the declaration, "I give these books for the founding of a college in this colony." Even the venerable University of Harvard was once supported by the scanty and precarious gifts of the infant colony of Massachusetts, presented in their primitive form—a bushel of wheat, a cord of wood, and a string of Indian wampum. We can better establish a noble library for every town in Wisconsin, and provide for its permanent growth and replenishment, than our New England fathers, a hundred and fifty or two hundred years ago, could found their infant colleges.

Look at the unparalleled sacrifices of Prussia. "Prussia," says BANCROFT, "in the hour of its sufferings and its greatest calamities, renovated its existence partly by the establishment of schools." "Prussia, who furnishes us with a pattern of excellence in the present state of her public schools," says Prof. STEVENS, of Girard College, in a letter to the Superintendent of Common Schools of Pennsylvania, written from Berlin, "affords us a still more brilliant example in the noble policy by which she sustained them in times of great public distress. Of all the nations of Europe, Prussia was reduced to the greatest extremity by the wars of Napoleon. In 1806, at the battle of Jena, her whole military force was annihilated. Within a week after the main overthrow, every scattered division of the army fell into the hands of the enemy. Napoleon took up his quarters in Berlin, emptied the arsenal, and stripped the capitol of all the works of art which he thought worthy to be transmitted to Paris. By the treaty of Tilsit, in 1807, the King of Prussia was deprived of one half of his dominions. A French army of 200,000 men were quartered upon the Prussians till the end of the year 1808. Prussia must pay to France the sum of 120,000,000 francs, after her principal sources of income had been appropriated by Napoleon, either to himself or his allies. The system of confiscation went so far that even the revenue from the endowments of schools, of poor-houses, and the fund for widows, was diverted into the Treasury of France. These last were given back in 1811. Foreign loans were made to meet the exorbitant claims of the conqueror. An army must

be created, bridges rebuilt, ruined fortifications in every quarter repaired, and so great was the public extremity, that the Prussian ladies, with noble generosity, sent their ornaments and jewels to supply the royal treasury. Rings, crosses, and other ornaments of cast iron were given in return to all those who had made this sacrifice. They bore the inscription, '*Ich gab gold um eisen*,' (I gave gold for iron); and such Spartan jewels are much treasured at this day by the possessors and their families. This state of things lasted till after the 'war of Liberation,' in 1812. But it is the pride of Prussia, that at the time of her greatest humiliation and distress, she never for a moment lost sight of the work she had begun in the improvement of her schools." Thus, in 1809, the minister at the head of the Section of Instruction, wrote as follows to some teachers who had been sent to the institution of Pestalozzi to learn his method and principles of instruction: "The Section of Public Instruction begs you to believe, and to assure Mr. Pestalozzi, that the cause is the interest of the government, and of his majesty, the King, personally, who are convinced that liberation from extraordinary calamities is fruitless, and only to be effected by a thorough improvement of the people's education." And amid these sufferings and calamities, the educational advancement of Prussia never flagged for a moment; universities were established, and seminaries founded for the education of teachers.

Some twenty years ago, there was at least some talk that Pennsylvania would be compelled to repudiate her State debts, so large had they become, and so difficult even to provide for their interest; when a distinguished citizen of that State proposed to divert the money appropriated for the support of common schools to the payment of interest on these debts. Alluding to which, Prof. STEPHENS, after enumerating the herculean efforts of Prussia in behalf of public education, even amid her severest sufferings, thus eloquently remarks: "Is not this noble policy, on the part of an absolute government, at a time when the nation was struggling for existence, a severe rebuke upon the narrow and short-sighted expedients of those republican politicians, who can invent no better way to pay a public debt than by converting into money that institution on which the virtue and intelligence of the people, and the special safety of a republican State, mainly depend?"

But, we believe, this unrighteous diversion of the school money was not made. This was indeed creditable to the sturdy integrity of Pennsylvania; and to this day, the Key Stone State must pay heavier taxes, and with more becoming cheerfulness, than the people of any other State in the Union. Penn-

sylvania has unfortunately no School Fund. She appropriated last year from her general fund nearly \$300,000 for school purposes, the counties raising the balance needed, which amounted to nearly *two millions of dollars* more, including building expenses, and this too, when direct taxation is necessary to pay all their ordinary State expenses besides, and *over two millions of dollars* annually in addition to meet the interest on their forty million State debt, incurred for internal improvements, in which the State does not now possess a dime's interest. Yet cheerfully and ungrudgingly do the sturdy sons of Pennsylvania insist on maintaining their excellent school system, at any cost and every sacrifice. The people of Wisconsin could vastly improve their schools, and inaugurate a Township Library system which should annually augment its priceless treasures, and never feel a tithe of the expense, compared with the heroic sacrifices of Prussia and Pennsylvania, to educate their children.

Wherever the Township Library has been introduced, as in Michigan, Ohio and Indiana, it has proved exceedingly useful, and consequently very popular. We hear no lisp of their repeal. The State Superintendent of Michigan declares that the Township Libraries of that State "have been productive of incalculable good." Hon. H. H. BARNEY, wrote in August, 1856, when State Commissioner of Common Schools of Ohio : "During the last four months, I have visited about sixty counties, and have not found one man in fifty that desires a repeal of this library provision of our School Law. I have also found that the demand for the books on the part of the youth, as well as adults, is rapidly increasing, so much so that not the least doubt is entertained, that those libraries will ultimately create a general taste for reading throughout all classes and ages of our people."

"Good books," says Hon. HARVEY RICE, of Cleveland, the father of the School Law of Ohio, "are not only good tools, but indispensable in the field of education ; or, to change the figure, they may be regarded as teachers of the highest order, both for the young and the old. In twenty years, if the library tax be continued,*the people of Ohio as a mass, I will venture to predict, will become the most intelligent people on the face of the globe ; and that, too, at a cost nobody would feel."

Hon. CALEB MILLS, late Superintendent of Public Instruction of Indiana, pronounced their Township School Libraries "the crowning excellence" of the educational system of that State. Nor is it wonderful, when we learn, that one Township reported 1,230 volumes taken out in three and a half months ; another 687 in four months ; another 1,242 in nine months ; another 1,050 in six months ; another 700 in nine months ;

another 1,540 in ten months ; another 2,127 in eight and a half months ; others during the year, 1,900, 1,920, 2,075, and even 2,226 volumes — when not one of these libraries contained more than 330 volumes. In the whole city of Cincinnati there is but a single School Library, which happily ‘avoids a wasteful multiplication of the same books ;’ and with little more than 12,000 volumes in the Library, the circulation of books during the past year was 47,866 volumes, or four times the total number in the Library.

As an instance illustrative of the strong feeling of attachment with which the Township Libraries are regarded where they have been established and tested, and how cheerfully the expense is borne by the people, I cite the following from an excellent address by Prof. READ : “ I will give the substance of a conversation which I had during my recent visit to Indiana, while in the Auditor’s office, examining the most beautiful series of books—the *Indiana School Library*. A farmer from the remotest township of the county came in. After a little, I said to him, ‘ Gentry, you are heavily taxed here in Indiana ; I have been running away to Wisconsin where they have no old dead horses in the form of canals to pay for, and no interest to pay on bonds which our sharp-sighted Indiana Commissioners were cheated out of.’ ‘ Well,’ said he, ‘ we *are* heavily taxed, and this year, with our short crops and hard prices, it is as much as we can do in our neighborhood to pay our taxes.’ ‘ But,’ I said to him, ‘ it will be the policy of this Legislature to diminish taxation.’ He said ‘ in all mercy he hoped so.’ ‘ They will begin upon your extravagant school system. Now, look at these books—what is the use of them ? Do they do a particle of good ?’ ‘ Let them,’ said he, ‘ cut off what else they please—let them even cut off the whole school tax beside, but the books we must have.’ He then told me, that the books had done his neighborhood more good, and had produced a greater change in the habits of families, than any other means of improvement which had ever been brought to bear upon the people.”

The citizens of Wisconsin are not less sensible of these inestimable advantages, nor less ready to make sacrifices to secure them, than are their neighbors in other Western States. People who truly love their children will willingly, nay gladly, make any possible sacrifice for their intellectual and moral culture ; and quite as cheerfully too, will they learn to do it for the common benefit of all the children of the community in which they live.

I think that it may justly be regarded, that this matter of

Township School Libraries is emphatically the present great educational want of Wisconsin. It rises superior, in my humble estimation, to all others. It appeals most powerfully to the parent, to the Legislator, and to every lover of his race. It is only a question of time. It must come. I firmly believe the people of this State are already prepared for it, and waiting for, and demanding its inauguration. They long to witness legislation the benefits of which will accrue directly and tangibly to every child and every family in the State—redounding to the lasting good of the State itself, to virtue, intelligence, and morality. They long to see legislation which shall, like the dews of Heaven, bring untold blessings to the very domicils of the humblest in community—legislation, of which every man, woman and child in Wisconsin can emphatically see and enjoy its happy results. They are willing to pay for the economical support of the State government, an upright judiciary dispensing justice alike to all, and humane institutions for the unfortunate; but they ask also for *the bread of intellectual life* for their children. They demand School Libraries—the very best that wisdom and economy can devise—shall they have them? Never was a truer remark uttered, than that of CARL SCHURZ when he recently thus admonished our legislators: “Let them never forget, that true economy does not consist in close parsimony alone, but in a wise and appropriate application of the public moneys.”

There should be a special fund permanently set apart for Township Library purposes, to be annually used in the purchase of carefully selected and approved books, uniformly and substantially bound, and apportioned among the cities and towns of Wisconsin according to some just system of equalization. That the books be selected by the State Superintendent of Public Instruction, or a State Board of Education, or in such other manner as the Legislature may designate, and the contract made for them on the best terms, and in such manner, as may be provided by law.

The three States of Michigan, Ohio and Indiana, which have taken the initiative in the grand enterprise of Township Libraries, have neither of them taken a dollar from their School Funds for this purpose—and doubtless because those funds were not sufficiently large to warrant it. In the discussion of the present and prospective condition of the School Fund of our State, I think I have shown conclusively, that it is not now, nor ever can be, in a condition to divert from it any considerable amount for either library or other similar purposes. It should be husbanded with the most rigid watch-care exclusively for sustaining the Public Schools. I could not, therefore, with these

views, advise any diversion of this fund for even so noble an object as establishing and perpetually replenishing Township Libraries.

While Indiana imposes a State tax of a quarter of a mill on taxable property, and a poll tax of twenty-five cents, and Ohio levies the tenth of a mill, for Library purposes, I would be inclined to suggest, whether a Library Fund for Wisconsin could not be best created, by setting apart one third of the annual income from the Bank tax, and all of the Railroad tax income. The State of Maine devotes the whole of her Bank tax to the benefit of her public schools, and so does Indiana. Assuming our present population at from 800,000 to 1,000,000, this would give us about the same proportional amount set apart for Library purposes as in Indiana, where as much as \$110,000 a year has been raised ; and would be none too much to secure efficient and useful Libraries. Estimating, as has been done, the Railroad tax at \$20,000, and \$30,000 as one third of the Bank tax, we should have \$50,000 annually for Library purposes ; or, upon an average, about seventy-five dollars for each of the six hundred and fifty towns and cities in the State—some getting more, and others much less than that amount. Of course, an increase of population, together with an increase in the number of towns in the frontier counties, might or might not diminish the number and value of the books to be apportioned to each town, depending very much upon the fact whether the Library Fund would be of such a nature as to increase in a relative proportion.

For the 10,000 volumes added last year to here and there isolated district Libraries throughout the State, the people of Wisconsin could not have paid probably less than fifteen thousand dollars ; and it would be safe to estimate, that one half of the works, obtained of the itinerant venders, were worthless, or even worse. Deducting this worthless expenditure, we should be paying some \$15,000 for 5,000 useful volumes, and these in poor, varied, and unsubstantial binding. Suppose we were to expend \$50,000 annually for Township Libraries, and secure say 65,000 or 70,000 volumes—all thoroughly examined, and faithfully tested as good and useful—we should then for the \$35,000 in addition to what we now expend, get not less than sixty thousand useful volumes more than we now do. We should, besides, have them in a far neater and more serviceable style of binding, and they would be three times as generally diffused as are our present libraries—for only one third of the State, after ten years' steady efforts to that end, has as yet been supplied with libraries, and that with but a few volumes to each collection. Sixty-five or seventy thousand volumes a year ap-

portioned to the several towns and cities of the State, would be a very different matter from the weak and utterly inefficient system which has thus far given, upon an average, less than a volume a year, for the last ten years, to each of the several school districts of the State. Larger libraries, annually replenished, would prove far more attractive than the present small and ill-assorted collections, and hence the real amount of reading done, and useful knowledge imparted, would be increased beyond all estimation.

If all the districts in the State should promptly engage in the great work of securing libraries for themselves under the present library law, it would prove a far more onerous tax on the people, and they have far less to show for it, than by the State system here suggested. The universal experience of other States has proven beyond a doubt, that the district library system is, pecuniarily, a wasteful and extravagant one, while the township plan is not only one of true economy, but fraught with the richest and most enduring blessings to the people.

Perhaps the objection might be raised, that this new system would create new officers to eat out the substance of the people. If additional officers were really needed to carry out so noble a reform, they should unhesitatingly and ungrudgingly be provided. But under the Township Library plan, there need necessarily be no new offices created. Under the present district plan, we have 1,875 libraries, and each of these must have a librarian; while, with the Township system, we should require but about six hundred and fifty librarians for the whole State—one for each town and city. Here then would be a large decrease of officers. I think, however, it would be but just and proper, that as a Township Librarian would have largely increased labors over the District Librarian, he should receive some reasonable compensation. This should be provided either by the town, or by imposing a tax of one cent on each volume taken out of the library. This idea of a cent tax on the books taken out of the Library is not a new one, as Hon. HENRY BARNARD assured me; and he advised it as a good regulation. Fines and penalties could either be applied towards the Librarian's compensation, or for Library fixtures and occasional re-binding.

It may be asked, what, in the event of establishing Township Libraries, should be done with the present district libraries? I should hardly think any legislation would be necessary. They are indisputably the property of the districts possessing them; and probably a large majority of the volumes, from injudicious selections and long usage, would not prove sufficiently

desirable for the Township Library as to have them appraised, and the other parts of the town taxed for their proper share. By such a course, in a town where several district libraries exist, many works might thus be duplicated. It would seem to me most proper, that if the districts would not generously contribute them to the Township Library, they had better retain them for their own use. In addition to furnishing each town and city in the State with a library, I would suggest whether it would not be advisable, to furnish such a selection, as the State officer or officers, having this matter in charge, might deem appropriate, to the State Library, the Libraries of the State Historical Society, the Department of Public Instruction, the State Prison, House of Refuge, Deaf and Dumb Institute, Insane Asylum, Blind Asylum, and to each State Normal School, or Normal department, under State patronage and supervision. In each of these, I am very confident a proper selection would prove eminently useful. "Every man and woman," writes Hon. E. M. Macgraw, State Prison Commissioner, "who can read at all, is very anxious to have books and papers, and the greatest uneasiness is manifested when a book is read through before the day of change, and they have no reading matter on hand. I think reading has a very beneficial influence on the inmates of the Prison."

This general plan—at least the superiority of the township system over the old district plan, and the decided advantages of the State, through its properly constituted agents, selecting the books with a view to economy and superior excellence, has met with a far more general approval by the leading educators and friends of education in the country than almost any other matter connected with our Common School system. Among them it is gratifying to observe such a brilliant galaxy of names as those of Henry Barnard, Horace Mann, Barnes Sears, Caleb Mills, Ira Mayhew, Geo. S. Boutwell, Henry S. Randall, John D. Philbrick, H. H. Barney, Anson Smyth, W. C. Larrabee, Henry C. Hickok, H. H. Van Dyck, David N. Camp, J. S. Adams, and Maturin L. Fisher, who are now, or have been, at the head of the School Departments of their respective States, and such eminent men and friends of education as the venerable President Nott, Francis Wayland, Chancellor Amos Dean, Theodore Frelinghuysen, Alexander D. Bache, Samuel S. Randall, Edward Everett, Wm. H. Prescott, Washington Irving, Bayard Taylor and Benson J. Lossing, together with a long array of worthy names of our own State. Extracts of letters from these several gentlemen, may be found appended to this Report, and cannot fail to produce a favorable impression.

Such is an outline of the Township Library system, with

something of a survey of its superiority over the old district plan. It is feasible; it is practicable; it is within our means. What other States have done, and is really worth doing, Wisconsin can do. Look at Indiana with her 870,000 volumes in her Township Libraries, Ohio with her 232,000, and Michigan with her 200,000 volumes! What a magnificent spectacle! And Michigan, too, reports but 173,000 children of school age, while Wisconsin reports 264,000; and, with this number of school children, Wisconsin ought, by the same ratio, to have over 300,000 volumes in her School Libraries; but so far from it, she has in reality, by her puny and degenerate system, only 38,000. No sane man, at all acquainted with the two States, would venture an opinion that Michigan is the superior of Wisconsin in any point of view; the wonderful increase of the latter over the former during the past ten years in wealth and population is sufficient proof on this point. It is then, the fundamental difference in the two systems that has made such a wide variance in the results of their respective school library experience. Unfortunately for Wisconsin, ours has been the *old foggy* system, which Michigan wisely abandoned long ago. We can, if we will, do the same. We are fully able to go up and possess the land, for there are only imaginary giants in the way. With a property valuation of well nigh two hundred millions of dollars, we have the ability. A *quarter of a mill tax* on this valuation, would yield \$50,000.

As a people, we are very ready to spend our money freely for purposes of very doubtful utility. The cost of crime alone foots up a very heavy item. Judging from its cost in Dane county, for officers' fees, jurors' expenses, &c., the aggregate for the whole State cannot be less than \$300,000 annually, and fully two-thirds as much more should be added for lawyers' fees, in criminal cases, which would swell the total amount to half a million of dollars—one *tenth* of which annually, would soon bless every Township in the State with a noble library of the intellectual productions of the mightiest minds that ever existed. Had we more libraries, we should have less crime; the preventive is always cheaper and better than the cure.

I admire the frank and manly advice of Prof. J. B. TURNER, of Illinois, to the farmers of that State, urging them to write more than they do for their agricultural papers. "But when you write," he says, "don't let it be exclusively about corn, pork, wheat and cattle, and pecuniary interests,—all of which are vastly important to you and to the world; still, I say, don't speak of these exclusively, but let us also hear what you are doing to raise up a fine stock of children—of men and women—to live on these beautiful prairies, and rule this Western Continent

when you and I are dead, and the world has forgotten us, and all have wholly forgotten us, save those dear children that now ask a School Library at our hands. When you write, tell us in few words whether you have got this School Library; how you like it; how your children like it; whether their eyes sparkle more brightly, and earthly and immortal hope swells more buoyantly in their youthful hearts than before its purchase. For of these things we would like to hear, and your report and your light will encourage others to 'go and do likewise.'"

No man could begin to estimate the good effect which would result from six or seven hundred noble Township Libraries in Wisconsin, with fresh and interesting additions made every year. "The history of a single country neighborhood," says Prof. READ, "which I intimately know, most remarkably illustrates the power of a single library in awakening and calling forth talent. It is a neighborhood in our own West—in Athens County, Ohio. It lies some twelve miles from the county seat, in the midst of hills, with no important thoroughfare passing through it, and with as few external causes of mental excitement as any neighborhood which can be found anywhere in our country. Its inhabitants are in moderate circumstances, and do not, even at this day, exceed one thousand in number. About the close of the last century, and but some four or five years after the very first blows were struck in felling the forest in that region, a few of the settlers came together to devise a plan for opening roads in the neighborhood. After this business had been completed, one of the company raised the question, 'How shall our young people, in their isolated condition, be led to make the most of themselves by intellectual improvement?'

"The idea of a neighborhood library was started. But money would be needed to buy the books, and money among the early settlers of that day, was almost as much unknown as among the heroes of Homer. But where there is a will there is a way; and it was finally agreed, to hold, under suitable leaders, a series of hunting matches, and to devote the furs and peltries that might be the result, for the purchase of a small library. The plan was faithfully executed; the furs and peltries sent on to Boston, where the Rev. Thaddeus M. Harris, and the Rev. Dr. Manasseh Cutler, made the selection. I have often seen this collection, after it had been much enlarged beyond the original purchase. It consisted of such books as Plutarch's Lives, Franklin's Life, Goldsmith's Animated Nature, Robertson's America, and works of this general type.

"Now, mark the result of this library upon those growing up in the neighborhood, during the half century, and little more, since it was commenced. More men and women of high stand-

ing and wide influence in society, have come forth from that single country neighborhood, than from the whole county besides, and, I think I may say, than from the five surrounding counties. Lawyers, physicians, merchants, teachers of high rank, and clergymen have come from it in remarkable numbers, in proportion to the population. Some of these are of such eminence as to be well known throughout the nation.

"I once made inquiry of Thomas Ewing, the eminent lawyer, formerly Secretary of the Treasury, and afterwards Secretary of the Interior, who was from the neighborhood of which I have been speaking, as to the cause of a spot apparently so unpromising, having produced so many persons of distinction, as well as concerning the exciting cause of his own impulses. "The Library," he replied, "the library has done the whole, both in my own case and in that of others." In the same conversation, he proceeded to relate an anecdote of himself, which, as it illustrates the means which the children of the poorest families will employ to secure the opportunity of reading, I will repeat. "I had gathered," said he, "my usual quantity of hickory bark for my evening's light, and with book in hand, taken my seat in the chimney corner. A gentleman staying that night at my father's, asked to see the book, and by some means, in handing it to him, it fell on the hearth, and was soiled with grease and ashes. There was by the library rules a fine of a *fp* for every soiled spot, and never since have I been in such distress to know how I should meet the demand, which, however, the directors at their next meeting, considering all the circumstances of the case, but especially my poverty, and ardent love of reading, generously remitted, without depriving me of the use of the library."

"Were School Libraries scattered abroad throughout the State, the books would be used in many a family by the light of hickory bark or pine knots, and would be the means of bringing forth from poverty and obscurity many who otherwise would never know their own powers." The boy who was so distressed because he could not play his *fp* fine, by the blessing of a single neighborhood library rose to distinction, and has since had the management of *hundreds of millions* of the people's treasure. Plant School Libraries in every township in Wisconsin, and properly nourish them, and those of us now on the stage of action who may yet be lingering on the shores of Time twenty or thirty years hence, will be able to point to many a leading statesman and man of eminence—Governors, jurists, congressmen, ambassadors, cabinet officers, and perhaps even Presidents, whose humble beginnings may be traced to these very libraries. The rude cabins in the frontier settlements of Chippewa, Mara-

thon, Shawanaw, Door, and Oconto, may shelter many an unpromising youth, who may yet date the dawning of true genius from reading, by the light of hickory bark or pine knots, the volumes in our School Libraries, and whose honored names will yet be placed high in the Temple of Fame. Such ever has been, and ever will be, the power of books—the mighty influence of libraries.

“The dew-drop on the infant plant,
Has warped the giant oak forever.”

Let me sum up the claims of School Libraries by citing the graphic and powerful appeal of that veteran friend of education, HORACE MANN: “He would, of course, dwell upon the facilities which a library would furnish at all times, to the children, for useful mental occupation; he would speak of time, redeemed from idleness and from that wantonness of juvenile mirth, that tends to mischievous habits, and, if unchecked and undiverted, grows up into adult vice; he would advert to the wealth of information it would dispense, and to the nobleness of action it would inspire;—thus, wherever its influences flowed, making its effects, in improved conduct and more elevated character, as visible to the mental vision, as the vigorous growth of meadows, which are watered by an enriching stream, is to the natural eye. He would explain the wonderful results of mere tendencies; how, with but few exceptions, a uniform bias, on one side or the other, during the years of minority, settles destiny for life,—a truth almost wholly overlooked by the mass of men; and he would illustrate,—not painting from fancy, but copying from some original fact,—how wide asunder is the termination of paths, whose divergency is scarcely perceptible. He would enumerate some of the exposures, to which active-minded children are now cruelly subjected, from the want of an attractive employment; how their superabundant energy is tempted to flow out into acts of childish roguery, where, at first, the gamesomeness and fun predominate over the malice, but, at last, the malice gets the ascendancy over them; how they are tempted to occupy their leisure with games of chance,—a habit of which ripens and matures into a love of gambling, of dissipation, of horse-racing, of tavern-haunting, of drinking, of drunkenness, of death; or how, from a constant seeking after excitements, from a want of stable foundation of truth, unsettled habits and a volatility of thought are acquired, which, of course, are followed by inconstancy of purpose and of action, and lead outward and onward to unthriftiness, to penury, and the poor-house, and, at least, to temporal perdition. He would show, that all these evils are neighbors, living on the same road, and not very far apart. On the other hand, he would show, how a habit of intel-

ligent reading, not only enriches the mind with facts, but creates ability, and thus enables it to take up and master many more of the innumerable problems of life, which observation and experience force upon it; that the reading of good books, gives both the love and the power of instructive and elevating conversation, and tends to prudence, and wisdom, and benevolence in action; that it would turn the whole current of social feeling, which flows impetuously in the youthful mind, towards associations, formed for the mutual improvement of the members; towards the reading-room, instead of the ball-room, the lecture-room, instead of the theatre; that it would refine and elevate the social intercourse between the sexes, which has so decisive a bearing upon the *indirect* education of children; or, if it led to privacy and seclusion at all, it would be the retirement of the study, where great plans for human advancement are devised and matured, and not the secrecy of the gaming-table, where abominations are wrought."

"Now no one thing," ~~says Mr. Mann~~, elsewhere, "will contribute more to intelligent reading in our schools, than a well-selected library; and, through intelligence, the library will also contribute to rhetorical ease, grace and expressiveness. Wake up a child to a consciousness of power and beauty, and you might as easily confine Hercules to a distaff, or bind Apollo to a tread-mill, as to confine his spirit within the mechanical round of a school-room, where such mechanism still exists. Let a child read and understand such stories as the friendship of Damon and Pythias, the integrity of Aristides, the fidelity of Regulus, the purity of Washington, the invincible perseverance of Franklin, and he will think differently and act differently all the days of his remaining life. Let boys or girls of sixteen years of age, read an intelligible and popular treatise on astronomy and geology, and from that day new heavens will bend over their heads, and a new earth will spread out beneath their feet. A mind accustomed to go rejoicing over the splendid regions of the material universe, or to luxuriate in the richer worlds of thought, can never afterwards read like a wooden machine,—a thing of cranks and pipes,—to say nothing of the pleasures and the utility it will realize."

— If we wisely provide School Libraries of appropriate books for our children, they will learn to drink in the patriotism and virtues of our fathers, and imbibe the sentiments of the noble representative men of our race of every age and clime. "Can we breath the pure mountain air, and not be refreshed; can we walk abroad amidst the beautiful and the grand of the works of creation, and feel no kindling of devotion?" One of our noblest statesmen has said, that "we cannot recur too often, nor dwell

too long, upon the lives and characters of such men ; for our own will take something of their form and impression from those on which they rest. If we inhale the moral atmosphere in which they moved, we must feel its purifying and invigorating influence. If we raise our thoughts to their elevation, our minds will be expanded and ennobled, in beholding the immeasurable distance beneath and around us."

Freely and ungrudgingly furnish School Libraries for our children, and History will trace in our future literature the chastened, hopeful, enterprising spirit that reigned in the prayerful cabin of the Mayflower, in the primitive settlements of the Catholics of Maryland, the Baptists of Rhode Island, and Quakers of Pennsylvania, and which hovered over the sufferings and agonies of the never-to-be-forgotten heroes of Valley Forge.

MORAL EDUCATION.

It has been well remarked, "That it is a State's duty, and the true object had in view by any system of public education, to make a virtuous population, will hardly be doubted. Indeed, the expenditure of the public money for any system of State Schools, can scarcely be justified on other grounds than those of self-preservation, and the duty to promote the general prosperity of the commonwealth. Ignorance does clog the wheels of enterprise, and fetter the steps of all improvement. * * * It becomes therefore the right, nay, the imperative duty of the State, to encourage the spread of intelligence, and the repression of ignorance. But ignorance is not, by a hundred-fold, so deadly a foe to the quiet and permanence of a society, as is vice ; and hence, the duty of the State to suppress this most destructive of monsters. The penal laws all proceed upon the supposition that it is a solemn duty to punish the overt act of crime and vice.—Is it not then a duty to prevent these ? And this can be done partly by education, if that education embraces suitable subjects, and is imparted in a proper manner. The right of a community to take measures for its own self-preservation, therefore, implies, and carries along with it the duty, to educate its children, and save them from both ignorance and vice—the one of which benumbs and stifles, the other of which corrupts and blights, whatever might be good and noble.

"To make our schools, then," continues the Hon. ROBERT ALLYN, late Commissioner of Public Schools of Rhode Island, "what they are intended to be, the conservators and stimulators of all goodness and enterprise, they must be made redolent of moral influences ; they must be at all times filled with the all-pervading presence of virtuous instructions. It must be the

teacher's duty to study daily in what manner he can best form his scholars to the manners of good, law-abiding citizens, and brave-hearted, energetic defenders of the weak and defenceless. He must remember that no external ornaments of learning—no mere polish of refinement—can atone for the possession of a debased and an unworthy soul. We must insist on this high, unsectarian, moral instruction, in all the school rooms which the State sends its money to support, and its officers to oversee. We must insist that a moral character is the first requisite in a teacher, and that an ability to teach the same morality, is a matter of higher importance than any amount of merely secular knowledge."

It is not necessary to discuss this subject at length, in this connection, important as it confessedly is, as it has been quite fully treated in a separate paper, which will be found appended to this Report.

NORMAL SCHOOLS.

"I have heard," says Hon. HORACE MANN, "that distinguished surgeon, Doct. John C. Warren, of Boston, relate the following anecdote, which happened to him in London :—Being invited to witness a very difficult operation upon the human eye, by a celebrated English oculist, he was so much struck by the skill and science which were exhibited by the operator, that he sought a private interview with him, to inquire by what means he had become so accomplished a master of his art. 'Sir,' said the oculist, 'I spoiled a hat-full of eyes to learn it.' Thus it is with incompetent teachers ; they may spoil schoolrooms-full of children to learn how to teach,—and perhaps may not always learn even then."

It has been sententiously and truly remarked, "The life or death of the school is *the teacher*." "As is the teacher, so is the school," is a great fundamental maxim. "No teacher," says President Wayland, "is fit to have a scholar unless he is able to make his mark upon him." Every sentiment inculcated by the teacher should be such that he could conscientiously say, "Nothing which dying I would wish to blot."

We do not knowingly trust illiterate men to instruct us in spiritual and divine things ; nor quacks to trifle with our lives or health, nor ignorant pretenders to defend our characters or property in courts of justice. We want thoroughly disciplined men for these important professions. Nor is it less important that we should have men as thoroughly fitted to teach our children—to so direct their young immortal intellects, that they may be led to pursue the path of knowledge, virtue and happiness. This thorough course of preparation is only acquired at Normal

or Training Schools. As these are of European origin, let us take a brief view of their fruits, by which alone we can properly judge them :

"On reviewing a period of six weeks," says HORACE MANN, "the greater part of which I spent in visiting schools in the North and Middle of Prussia and Saxony, (except, of course, the time occupied in going from place to place,) entering the schools to hear the first recitation in the morning, and remaining until the last was completed at night, I call to mind three things about which I cannot be mistaken. In some of my opinions and inferences I may have erred, but of the following facts there can be no doubt :

"1st. During all this time, I never saw a teacher, hearing a lesson of any kind, (excepting a reading or spelling lesson,) with a book in his hand.

"2nd. I never saw a teacher sitting while hearing a recitation.

"3rd. Though I saw hundreds of schools, and thousands,—I think I may say, within bounds, tens of thousands of pupils,—I never saw one child undergoing punishment, or arraigned for misconduct. I never saw one child in tears from having been punished or from fear of being punished.

"During the above period, I witnessed exercises in Geography, ancient and modern, in the German language,—from the explanation of the simplest words up to *belles-lettres* disquisitions, with rules for speaking and writing ; in Arithmetic, Algebra, Geometry, Surveying and Trigonometry ; in Book-keeping, in Civil History, ancient and modern ; in Natural Philosophy ; in Botany and Zoology ; in Mineralogy, where there were hundreds of specimens ; in the endless variety of the exercises in thinking, knowledge of nature, of the world, and of society ; in Bible history and Bible knowledge ; and, as I before said, in no one of these cases did I see a teacher with a book in his hand. His book,—his books,—his library, was in his head. Promptly, without pause, without hesitation, from the rich resources of his own mind, he brought forth whatever the occasion demanded.

"I have said that I saw no teacher *sitting* in his school. Aged or young, all stood. Nor did they stand apart and aloof in sullen dignity. They mingled with their pupils, passing rapidly from one side of the class to the other, animating, encouraging, sympathizing, breathing life into less active natures, assuring the timid, distributing encouragement and endearment to all.

"These incitements and endearments of the teachers, this personal ubiquity, as it were, among all the pupils in the class,

prevailed much more as the pupils were younger. Before the older classes the teacher's manner became calm and didactic. The habit of attention being once formed, nothing was left for subsequent years or teachers, but the easy task of maintaining it. Was there ever such a comment as this on the practice of having cheap teachers because the school is young, or incompetent ones because it is backward !

"In Prussia and in Saxony, as well as in Scotland, the power of commanding and retaining the attention of a class is held to be a *sine qua non* in a teacher's qualifications. If he has not talent, skill, vivacity, or resources of anecdote, and wit sufficient to arouse and retain the attention of his pupils during the accustomed period of recitation, he is deemed to have mistaken his calling, and receives a significant hint to change his vocation.

"The third circumstance I mentioned above was, the beautiful relation of harmony and affection which subsisted between teacher and pupils. I cannot say, that the extraordinary circumstance I have mentioned was not the result of chance or accident. Of the probability of that, others must judge. I can only say that, during all the time mentioned, I never saw a blow struck, I never heard a sharp rebuke given, I never saw a child in tears, nor arraigned at the teacher's bar for any alleged misconduct. On the contrary, the relation seemed to be one of duty first, and then affection, on the part of the teacher — of affection first, and then duty, on the part of the scholar. The teacher's manner was better than parental, for it had a parent's tenderness and vigilance, without the foolish doatings or indulgences, to which parental affection is prone. I heard no child ridiculed, sneered at, or scolded, for making a mistake. On the contrary, whenever a mistake was made, or there was a want of promptness in giving a reply, the expression of the teacher was that of grief and disappointment, as though there had been a failure not merely to answer the question of a master, but to comply with the expectations of a friend. No child was disconcerted, disabled, or bereft of his senses, through fear. Nay, generally at the end of the answers, the teacher's practice is to encourage him, with the exclamation, 'good,' 'right,' 'wholly right,' &c., or to check him with his slowly and painfully articulated 'no ;' and this is done with a tone of voice, that marks every degree of *plus* and *minus* in the scale of approbation and 'regret. When a difficult question has been put to a young child, which tasks all his energies, the teacher approaches him with a mingled look of concern and encouragement ; he stands before him, the light and shade of hope and fear alternately crossing his countenance ; and if the little wrestler with difficulty triumphs, the teacher felicitates him upon his success ; perhaps seizes, and shakes him

by the hand in token of congratulation ; and, when the difficulty has been really formidable, and the effort triumphant, I have seen the teacher catch up the child in his arms, and embrace him, as though he were not able to contain his joy. At another time I have seen a teacher actually clap his hands with delight at a bright reply ; and all this has been done so naturally and so unaffectedly as to excite no other feeling in the residue of the children than a desire, by the same means, to win the same caresses. What person worthy of being called by the name, or of sustaining the sacred relation of a parent, would not give anything, bear anything, sacrifice anything, to have his children, during eight or ten years of the period of their childhood, surrounded by circumstances, and breathed upon by sweet and humanizing influences like these !

“Still, in almost every German school into which I entered, I enquired whether corporeal punishments were allowed or used, and I was uniformly answered in the affirmative. But it was further said, that, though all teachers had liberty to use it, yet cases of its occurrence were very rare, and these cases were confined almost wholly to young scholars. Until the teacher had time to establish the relation of affection between himself and the new comer into his school, until he had time to create that attachment which children always feel towards any one who, day after day, supplies them with novel and pleasing ideas, it was occasionally necessary to restrain and punish them. But after a short time, a love of the teacher, and a love of knowledge, become a substitute,—how amiable a one ! for punishment. When I asked my common question of Dr. Vogel, of Leipsic, he answered, ‘that it was still used in the schools of which he had the superintendence. But,’ added he, ‘thank God, it is used less and less, and when we teachers become fully competent to our work, it will cease altogether.’

“To the above I may add, that I found all the teachers whom I visited, alive to the subject of improvement. They had libraries of the standard works on Education,—works of which there are such great numbers in the German language. Every new book of any promise, was eagerly sought after ; and I uniformly found the educational periodicals of the day, upon the tables of the teachers.

“The extensive range and high grade of instruction which so many of the German youth are enjoying, and these noble qualifications on the part of the instructors, are the natural and legitimate result of their Seminaries for Teachers. Without the latter, the former never could have been, any more than an effect without its cause.”

The distinguished M. GUIZOT, repeatedly Minister of Public Instruction in France, when introducing the Law of Primary Instruction to the Chamber of French Deputies, in 1833, said : "All the provisions hitherto described, *would be of none effect*, if we took no pains to procure for the public school thus constituted, an able master, and worthy of the high vocation of instructing the people. It cannot be too often repeated, that *it is the master who makes the school*. What a well assorted union of qualities is required to constitute a good master ! A good master ought to be a man who knows much more than he is called upon to teach, that he may teach with intelligence and with taste ; who is to live in an humble sphere, and yet have a noble and elevated spirit ; that he may preserve that dignity of mind and of deportment, without which he will never obtain the respect and confidence of families ; who possesses a rare mixture of gentleness and firmness ; for, inferior though he be, in station, to many individuals in the *Communes*, he ought to be the obsequious servant to none ; a man not ignorant of his rights, but thinking much more of his duties ; showing to all a good example, and serving to all as a counsellor ; not given to change his condition, but satisfied with his situation, because it gives him the power of doing good ; and who has made up his mind to live and to die in the service of Primary Instruction, which to him is the service of God and his fellow creatures. To rear up masters approaching to such a model, is a difficult task, and yet *we must succeed in it, or we have done nothing for elementary instruction*.

VICTOR COUSIN, who like GUIZOT, has served with distinction as Minister of Public Instruction in France, in his Report on the Public Instruction of Prussia, justly observes, that "the best plans of instruction cannot be executed except by the instrumentality of good teachers ; and the State has done nothing for popular education, *if it does not watch that those who devote themselves to teaching be well prepared*." Three years subsequent to his visit to Prussia, M. Cousin made a tour in Holland with a view of investigating the educational system of that country ; and says, as the result of his further inquiries on the subject : "I attach the greatest importance to Normal Primary Schools, and *I consider that all future success in the education of the people depends upon them*. In perfecting her (Holland) system of Primary Schools, Normal Schools were introduced for the better training of masters. All the School Inspectors with whom I met in the course of my journey, assured me that they had brought about an entire change in the condition of the school-master, and that they had given the young teachers a

feeling of dignity in their profession, and had thereby introduced an improved tone and style of manners."

Prof. A. D. BACHE, a great-grandson of the illustrious Franklin, now at the head of the United States Coast Survey, who went several years since to Europe, at the instance of Girard College, to examine educational systems abroad, makes the following impressive remarks in his able Report on Education in Europe:

"When education is to be rapidly advanced, seminaries for teachers offer the means of securing this result. An eminent teacher is selected as Director of the Seminary; and by the aid of competent assistants, and while benefiting the community by the instruction given in the schools attached to the Seminary, trains, yearly, from thirty to forty youths in the enlightened practice of his methods; these, in their turn, become teachers of schools, which they are fit at once to conduct, without the failures and mistakes usual with novices; for though beginners in name, they have acquired in the course of the two or three years spent at the Seminary, an experience equivalent to many years of unguided efforts. This result has been fully realized in the success of the attempts to spread the methods of Pestalozzi and others through Prussia. The plan has been adopted, and is yielding its appropriate fruits in Holland, Switzerland, France and Saxony; while in Austria, where the method of preparing teachers by their attendance on the primary schools is still adhered to, the schools are stationary, and behind those of Northern and Middle Germany.

"These Seminaries produce a strong *esprit de corps* among teachers, which tends powerfully to interest them in their profession, and attach them to it, to elevate it in their eyes, and to stimulate them to improve constantly upon the attainments, with which they may have commenced its exercise. By their aid, a standard of examination in the theory and practice of instruction is furnished, which may be fairly exacted of candidates who have chosen a different way to obtain access to the profession.

"Wherever Normal Schools have been established," says Hon. EGHRTON RYERSON, Chief Superintendent of Public Instruction of Upper Canada, "it has been found thus far that the demand for regularly trained teachers has exceeded the supply which the Normal Schools have been able to provide. It is so in the United States; it is so, up to the present time, in France; it is most pressingly and painfully so in England, Ireland and Scotland. I was told by the Head Masters of the great Normal Schools in London, in Dublin, in Glasgow, and in Edinburgh, that such was the demand for the pupils of the Normal Schools as teachers, that, in many instances, they found it

impossible to retain them in the Normal School during the prescribed course—even when it was limited to a year.”

Prof. CALVIN E. STOWE visited Europe in 1839, and on his return, submitted a Report on Elementary Public Instruction in Europe, to the Legislature of Ohio. To the objection, “We have had good teachers without Normal Seminaries, and may have good teachers still,” he makes the following characteristic and graphic reply: “This is the old and stereotyped objection against every attempt at improvement in every age. When the bold experiment was first made of nailing iron upon a horse’s hoof, the objection was probably urged that horse-shoes were entirely unnecessary—‘We have had excellent horses without them, and shall probably continue to have them. The Greeks and Romans never used iron horse-shoes; and did they not have the best of horses, which could travel thousands of miles, and bear on their backs the conquerors of the world?’ So when chimneys and windows were first introduced, the same objection would still hold good. ‘We have had very comfortable houses without these expensive additions. Our fathers never had them, and why should we?’ And at this day, if we were to attempt, in certain parts of the Scottish Highlands, to introduce the practice of wearing pantaloons, we should probably be met with the same objection. We have had very good men without pantaloons, and no doubt we shall continue to have them. In fact, we seldom know the inconveniences of an old thing until we have taken a new and a better one in its stead. It is scarcely a year since the New York and European sailing packets were supposed to be the *ne plus ultra* of a comfortable and speedy passage across the Atlantic; but now in comparison with the newly established steam packets, they are justly regarded as a slow, uncertain and tedious mode of conveyance. The human race is progressive, and it often happens that the greatest conveniences of one generation, are reckoned among the clumsiest waste lumber of the next. Compare the best printing press at which Dr. Franklin ever worked, with those splendid machines which now throw off their thousand sheets an hour; and who will put these down by repeating, that Dr. Franklin was a very good printer, and made very good books, and became quite rich without them?

“I know that we have good teachers already; and I honor the men who have made themselves good teachers, with so little encouragement, and so little opportunity of study. But I also know that such teachers are very few, almost none, in comparison with the public wants; and that a supply never can be expected without the increased facilities which a good Teachers’ Seminary would furnish.”

"The most momentous practical questions," says HORACE MANN, "now before our State and country, are these: In order to preserve our republican institutions, must not our Common Schools be elevated in character and increased in efficiency? and, in order to bring our schools up to the point of excellence demanded by the nature of our institutions, must there not be a special course of study and training to qualify teachers for their office? No other worldly interest presents any question comparable to these in importance.

"In maintaining the affirmative of this question,—namely, that all teachers do require a special course of study and training, to qualify them for their profession,—I will not higggle with my adversary in adjusting preliminaries. He may be the disciple of any school in metaphysics, and he may hold what faith he pleases, respecting the mind's nature and essence. Be he spiritualist or materialist, it here matters not,—nay, though he should deny that there is any such substance as mind or spirit, at all, I will not stop to dispute that point with him,—preferring rather to imitate the example of those old knights of the tournament, who felt such confidence in the justness of their cause, that they gave their adversaries the advantage of sun and wind. For, whatever the mind may be, in its inscrutable nature or essence, or whether there be any such thing as mind or spirit at all, properly so called, this we have seen, and do know, that there come beings into this world, with every incoming generation of children, who, although at first so ignorant, helpless, speechless,—so incapable of all motion, upright or rotary,—that we can hardly persuade ourselves that they have not lost their way, and come, by mistake, into the wrong world; yet, after a few swift years have passed away, we see thousands of these same ignorant and helpless beings, expiating horrible offences in prison cells, or dashing themselves to death against the bars of a maniac's cage;—others of them, we see, holding 'colloquy sublime' in halls where a nation's fate is arbitrated, or solving some of the mightiest problems that belong to this wonderful universe;—and others still, there are, who, by daily and nightly contemplation of the laws of God, have kindled that fire of divine truth within their bosoms, by which they become those mortal luminaries whose light shineth from one part of the heavens unto the other. And this amazing change in these feeble and helpless creatures,—this transfiguration of them for good or for evil—is wrought by laws of organization and of increase, as certain in their operation, and as infallible in their results, as those by which the skillful gardener substitutes flowers, and delicious fruits, and healing herbs, for briars and thorns and poisonous plants. And

as we hold the gardener responsible for the productions of his garden, so is the community responsible for the general character and conduct of its children."

But at this late day, it is believed, no special plea in behalf of Normal Schools is necessary. They have been tested as well in this country as in Europe, and everywhere have produced the most marked beneficial results. Very many of our States have established, or otherwise encouraged Normal Schools. There is not known to be a leading educator in the country who does not heartily approve them, when properly conducted, as a most important instrumentality in providing good teachers for our schools, and thus elevating the standard of common school education. "'Knowledge is power,'" said Lord Bacon,—“therefore, the more knowledge a people possess, the more powerful will they become, as compared with, and as brought into competition with *other* people. What means, then, should be adopted to secure this desirable improvement in education? Instructors can never teach more than they themselves know. The *way*, therefore, is clear. If the pupils are to be well and thoroughly taught, their teachers must be taught more *highly*—their knowledge must be increased, and their qualifications enlarged, improved and elevated."

It is not alone the additional number of well qualified teachers the Normal Schools furnish, but their *influence* also on others, that should be taken into consideration. I was told, in Massachusetts, that the influence of their Normal School graduates was of the highest value in every district where they taught—elevating a new standard; and the people seeing it, ever after seek teachers of this class to maintain this elevated standard; other teachers, who have not enjoyed the same advantages, seeing the difference, try to profit by it; and thus, these Normal graduates, in the schools, in the neighborhood, in Teachers' Institutes, and among their less-favored instructors, exert a most beneficial influence, very much as do the West Point Military Academy graduates among the militia wherever they go. Hon. ROBERT ALLYN, in his report of 1856, as State School Commissioner of Rhode Island, says: "The effect of the graduates of the Normal Schools is already felt to some extent, for good upon the teachers of the State. They have gone abroad into various schools, and by coming in contact with other teachers, and by making popular the methods of instruction learned in the Normal School, they are gradually but surely causing the standard of attainments in school teachers to rise, as well as the standard amount of duty they shall be required to perform. If such an influence begins to be apparent within two years from its commencement, we may with certainty expect that its benefits will constantly increase

till all parts of our State shall feel it, and be made better thereby."

We have inaugurated a system of Normal Schools in Wisconsin, and provided liberal means to sustain them. There are many in our State,—I think a large majority—who look hopefully upon this measure; while there are others who regard it as little better than an utter waste of the fund devoted by the State to that purpose. The latter class, I believe, regard the system as copied from the experience of the New York Normal Academical departments, which all concede has not proved any too successful, to say the least of it. The Literature Fund of that State is distributed to certain Academies with Normal departments, and little or no care is taken by the Regents of the University, who have the management of the matter, in requiring a faithful adherence to the standard of study and qualification adopted; and, worst of all, no State supervision is exercised over these Normal departments. Ten dollars is granted to these institutions for each scholar in the Normal department; and the main strife seems to be, on the part of the Academies, to *wring in* all the scholars they can, and get the public money. Even the Regents of that State, I learn, are satisfied, that the \$18,000 thus annually appropriated, is almost an utter waste, so far as specially educating teachers is concerned.

Our Board of Normal Regents seem to be earnestly endeavoring to avoid the rock on which the New York Academical Normal system has split. Though Universities, Colleges, and Academies, complying with the requirements of our Normal School law, have established Normal Departments, they are under, and are likely to be under, a very different system of management from those of New York. It is, in the first place, a great saving of expense for the separate erection of suitable buildings, and support of separate faculties; the standard of requirement is sufficiently elevated, it is believed, for the present; and a most thorough system of supervision is contemplated.

The Normal Regents have no power to employ, and remunerate from the fund, an able and efficient State Normal School Agent, to visit the several schools, spend such time with them as the Normal Board should deem proper, see that they comply with the requirements of the law and the Board, encourage the schools in their work, advise with the teachers as to the mode and course of instruction, lecture to the students, perhaps form them for a while into Teachers' Institutes; secure, as nearly as possible, a uniformity in the qualifications of pupils, and modes and extent of instruction, in the several schools, and excite a spirit of emulation and enthusiasm in the noble work.

Without such faithful supervision by a man of large experience, indomitable energy, with a heart overflowing with zeal and enthusiasm in the great cause of education, there is serious reason to fear that the system will fail to produce the results expected from it. The Regents will seek of the Legislature an amendment to the act organizing the Normal Board, conferring on them the power to employ, and remunerate, such an Agent; and have, in anticipation of the favorable action of the Legislature in a matter of such apparent vital necessity, already selected Hon. HENRY BARNARD as such Agent, who has accepted—promising to devote a reasonable portion of his time to this object. From the earnest and conscientious efforts of the Normal Board, and Mr. Barnard's large experience in the practical workings of the Normal Schools both in this country and in Europe, I cannot but cherish the most lively hope, that our Normal School system, with the sympathy and encouragement of the Legislature, and all classes of citizens, will yet prove eminently successful. The time is not far distant, when a Central State Normal School, with superior facilities, and having an intimate relation with those already established, will undoubtedly be demanded.

Regarding, as I do, Mr. Barnard's connection with our State University, and our Normal School system—especially the latter, as the most important event that has ever occurred in our educational history—if not, indeed, the most important, in view of its probable consequences, that has ever transpired in the history of the State, I shall venture to give some notice of his most prominent services—thus endeavoring to show what we may reasonably expect as the result of his earnest labors here, by what he has elsewhere so largely and so thoroughly accomplished.

Mr. Barnard was born in Hartford, Connecticut, Jan. 24th, 1811; first a pupil at the common school, and finally a graduate at Yale College, in 1830, with a high character for scholarship. It is said of him, in a well written memoir, in the *Massachusetts Teacher*, that in the early part of his collegiate course, he was “a successful competitor for the prizes for English and Latin composition; for the last two years, diligently pursuing a systematic course of reading in English literature, with the practice of English composition; during the last half, also acting as librarian, to secure free access to the library, and acquire a knowledge of books; participating with zeal in the exercises of the literary societies, by written and oral discussions; and possessing fine natural endowments, he came out of college, as might have been expected, already a ripe scholar. The five subsequent years were mainly devoted to a thorough professional

training for the practice of the law, the severer study of the legal text-books being relieved by the daily reading of a portion of the ancient and modern classics. This course of study was fortunately interrupted for a few months, to take charge of an Academy, where he improved the opportunity to acquire some knowledge of the theory and practice of teaching. This experience probably had considerable influence in determining some of the most important subsequent events of his life."

He next spent several months in travel, visiting almost every part of the Union, and having been admitted to the bar, sailed for Europe in 1835, where he spent eighteen months, traversing the greater part of England, Scotland, and Switzerland, on foot, devoting his attention mainly to the social condition of the people. Recalled from this tour, by the sickness of his father in 1837, in the very first public address which he had occasion to make after his return, he said, "Every man must at once make himself as good and as useful as he can, and help, at the same time, to make every body about him, and all whom he can reach, better and happier." This has ever been the controlling sentiment which has influenced his motives and conduct. Fidelity to this noble and philanthropic aim, induced him, not long afterwards, to abandon the flattering prospects of professional eminence, and political advancement, after a three years brilliant career in the Connecticut Legislature, as the representative of his native city in that body. While in the Legislature, "he devoted special attention," says an appreciative memoir in the *New American Cyclopaedia*, "to the promotion of humane and scientific objects, urging and securing appropriations for the education of the deaf and dumb, and the blind, for the improvement of the condition of the indigent insane, and the town poor; the re-organization of county prisons, the incorporation of public libraries, and the completion of the geological survey of the State. The most signal service, however, which he rendered to the State, was, in the origination and carrying through an act for the re-organization of its Common School system. The bill, which, under his influence, passed the Legislature, provided for the appointment of a Board of Commissioners of Common Schools, who should investigate the condition of the Schools of the State, and by addresses, lectures, correspondence, and the recommendation of such measures as might promote the cause of education, endeavor to elevate and improve them. Of this Board, Mr. Barnard was a member and the Secretary for four years."

"Possessing," says the *Massachusetts Teacher*, "fine powers of oratory, wielding a ready and able pen, animated by a generous and indomitable spirit, willing to spend and be spent in the

cause of benevolence and humanity, he had every qualification for the task, but experience. Speaking of his fitness for carrying out the measures of educational reform and improvement in Connecticut, and of the results of his efforts, HORACE MANN said, in the *Massachusetts Common School Journal*, 'it is not extravagant to say that, if a better man be required, we must wait, at least, until the next generation, for a better one is not to be found in the present. This agent entered upon his duties with unbounded zeal. He devoted to their discharge his time, talents, and means. The cold torpidity of the State soon felt the sensations of returning vitality. Its half suspended animation began to quicken with a warmer life. Much and most valuable information was diffused. Many parents began to appreciate more adequately what it was to be a parent; teachers were awakened; associations for mutual improvement were formed; systems began to supersede confusion; some salutary laws were enacted; all things gave favorable augury of a prosperous career, and it may be further affirmed that the cause was so administered as to give occasion of offense to none. The whole movement was kept aloof from political strife. All religious men had reason to rejoice that a higher tone of moral and religious feeling was making its way into schools, without giving occasion of jealousy to the one-sided views of any denomination. But all of these auguries were delusive. In an evil hour the whole edifice was overthrown.'"

In 1842, by a change of political power, the act establishing a Board of Commissioners was repealed, and the old order of things restored. The ensuing fifteen months were spent in a tour of the United States, collecting materials for an educational work; but before writing which, he was called to take charge of the public schools of Rhode Island. "Reluctant," says the *Massachusetts Teacher*, "to accept the invitation, as it would make it necessary to postpone the work in contemplation, Gov. Fenner met his objection with the reply, 'Better make history than write it.' He accepted the task, and soon organized a system of agencies which, in five years, brought about an entire revolution in the condition of the schools in the State. It is not easy to fully appreciate the difficulties and magnitude of the work undertaken in Rhode Island. From the foundation of the colony, the common school had been excluded from the care and patronage of the government, and for more than a century and a half there is not the slightest trace of any legislation whatever for this great interest."

"In the matter of school libraries, and all else relating to common school education," remarked President Wayland to me in conversation, "Mr. Barnard did a great work for Rhode Island."

"Here," says the *New American Cyclopaedia*, "in the short space of five years, he created and thoroughly established a system of popular education, which, under the wise and careful administration of his successors in office, has become a model for general imitation. His labors during this period were excessive, and but for the extraordinary vigor of his constitution, he must have sunk under them. At length his health began to give way under such severe toil, and he was compelled to resign his office. He returned to Hartford, resolved to rest from his labors; but, to a man of his ardent temperament, rest was impossible. His pen and mind were still busy on his favorite subject. School Architecture, a matter on which he had bestowed great labor and thought, the organization of Teachers' Institutes, which he had originated in 1839, the practical awakening of the minds of the people to the necessity of a higher standard of education, all employed his time. Through his influence, wealthy and intelligent men throughout the State became interested in the cause. Graded schools became popular; high schools were established in several of the cities and larger towns; Teachers' Institutes were organized in every county, and, in 1850, the demand for educated and skillful teachers had become so great, that a Normal School was demanded. It was established, and the part of Principal was conferred on Mr. Barnard. To the duties of this office were added those of State Superintendent. The progress made in the cause of education in Connecticut during the succeeding four years was extraordinary, and testified to the energy and ability of the Superintendent. During this period he revisited Europe, for relaxation from his arduous labors, and for the benefit of his health, which was poor, and added largely to his knowledge of facts and details of the European systems of education. Returning from this voyage, "at length," continues the *New American Cyclopaedia*, "in January, 1855, enfeebled health compelled him again to retire from the work of his choice, not as before to see it overthrown, but to commit it to other hands who would carry out his views. In the summer following, he commenced the publication of the *American Journal of Education*. To this and to the preparation of some works on education he is now devoting his time. Mr. Barnard deserves the credit, to an uncommon degree, of possessing great practical talent. In his whole career, his aim has been to secure the greatest amount of practical results in a given time, in the promotion of educational measures. Mr. Barnard is well known and highly honored by the friends of education in Europe. In this country he was elected to the Presidency of the American Association for the Advancement of Education in 1855, and was

offered the Presidency of two State Universities. The degree of LL.D. was conferred on him in 1851, by Yale and Union Colleges, and the year following by Harvard University."

Since 1854, Mr. Barnard has devoted himself exclusively to his pen, and has done, and is still doing, a great work in behalf of general education. He has published altogether no less than twenty-eight documents, reports, and treatises on educational topics, for which our whole country is greatly indebted to this public benefactor. And especially will Wisconsin have cause for gratitude to him, for the detailed report he is now preparing, at the request of our Normal Regents, on a suitable plan for conducting our Normal school system.

"With Henry Barnard," says Hollister, in the second volume of his valuable History of Connecticut, "whosename is so intimately associated with one of the great reforms of the world, life is valuable only that it may be spent in improving the condition of mankind, not only in the present generation, but in all ages. To this noble work he has consecrated talents and acquirements of the highest order. Descending from one of the emigrants who settled the colony, with strong local attachments to Hartford, his native city, and to the old mansion where he was born,—with academical acquirements among the best that Yale College can bestow upon her sons,—with intellectual endowments, and a gift of eloquence, which might have done honor to the Senate,—with a mind trained by the best models of Greek and Latin letters, and enriched by the poetry, the philosophy and science of England's best minds,—a thorough lawyer, with a lucrative and honorable practice opening before him, at the age of twenty-seven years, he abandoned all attractions of political and professional life, and the pleasures of literary and social relations; and went forth, like a crusader of the middle ages, to wage war with the bigotry, the parsimony, and the old habits of thinking, which *encrusted* the minds of a large proportion of the parents of Connecticut, in relation to that most vital subject, the education of their children. They frowned upon him as an intermeddler; and intimated, if they did not tell him in so many words, that he had better mind his own affairs, and they would take care of theirs. He expostulated with them. They told him that their school-books and school-houses had been good enough for themselves, and that their children were no better than they. He reasoned with them, stated facts to show them that the common school system had degenerated from its old estate, and begged them to remember that the times were changing, and that, especially in such a government as this, every generation ought to improve upon its predecessors. They told him that he demanded of them to open their purses and contribute to him; he

replied, that he only wished them to make an investment for themselves, which should add to their wealth and happiness an hundred-fold. Gradually their views began to relax, and after years of obstinate resistance, they have yielded, and commenced in earnest the reformation so ardently desired and advocated by him.

"We cannot here review his labors. After encountering the honest prejudices of many, and the active opposition of not a few, who seem to have misunderstood his motives and his aims—he has succeeded in collecting and disseminating a vast amount of information, as to the actual condition of the schools; in making provision through a State Normal School, County Teachers' Institutes, a State Teachers' Association, and a monthly educational periodical, for the professional training and improvement of teachers; in establishing a gradation of schools in the large villages and cities; in working not a change, but a revolution in the construction and furniture of school-houses; in restoring the old Connecticut principle of property taxation, for the support, in part, at least, of the common school; in securing the more permanent employment and better compensation of well qualified teachers; in drawing back again to the improved common schools the children of the educated and the wealthy; in subjecting the district schools to some general society regulations as to attendance, studies, books, and vacations; and as the source and pledge of still greater improvements, in interesting the public mind in the discussion of questions touching the organization, administration, instruction, and discipline of common schools."

"Dr. Barnard," said the late eminent educator, Dr. VOERL, of Leipsic, "by his writing on school architecture, has created a new department in educational literature." "I cannot omit," says Bishop POTTER, in his work on the *School and School Masters*, "this opportunity of recommending the reports which have emanated from this source, as rich in important suggestions, and full of the most sound and practical views in regard to the whole subject of school education." The learned Chancellor KENT, in his Commentaries on American Law, characterizes Mr. Barnard's first report as "a bold and startling document, founded on the most pains-taking and critical inquiry, and containing a minute, accurate, comprehensive and instructive exhibition of the practical condition and operation of the common school system of education;" and in referring to his subsequent reports, the distinguished jurist speaks of him as "the most able, efficient, and best informed officer that could, perhaps, be engaged in the service,"—and of his publications as containing "a digest of the fullest and most valuable importance

that is readily to be obtained on the subject of common schools, both in Europe and the United States. I can only refer to these documents with the highest opinion of their merits and value." "Mr. Barnard," says the *Westminster Review*, of Jan. 1854, "in his work on '*National Education in Europe*,' has collected and arranged more valuable information and statistics than can be found in any one volume in the English language. It groups under one view the varied experience of nearly all civilized countries." "The first number of the *American Journal of Education*," says the same *Review*, of January, 1856, "we received with unmingled pleasure, save in the regret that England has as yet nothing in the same field worthy of comparison with it." "In Connecticut," says the *Chicago Press and Tribune*, "where Mr. Barnard resides, and in all New England, he is regarded as the foremost man in the nation in whatever concerns the management of institutions of learning and the scholastic teaching of the young."

"The career of Henry Barnard," says the *Massachusetts Teacher*, "as a promoter of the cause of education, has no precedent, and is without a parallel. We think of Page as a great practical teacher, or Gallaudet as the founder of a new institution, of Pestalozzi as the originator of a new method of instruction, of Spurzheim as the expounder of the philosophy of education, and of Horace Mann as its most eloquent advocate; but Mr. Barnard stands before the world as the national educator. We know, indeed, that he has held office, and achieved great success in the administration and improvement of systems of public instruction in particular States. But these labors, however important, constitute only a segment, so to speak, in the larger sphere of his efforts. Declining numerous calls to high and lucrative posts of local importance and influence, he has accepted the whole country as the theatre of his operations, without regard to State lines, and by the extent, variety, and comprehensiveness of his efforts, has earned the title of the American Educator. It is in this view, that his course has been patterned after no example, and admits of no comparison. But if in his plan, equally beneficent and original, he had no example to copy, he has furnished one, worthy alike of admiration and imitation."

Such is Henry Barnard. The great educational reforms he has elsewhere achieved, should incline us to look hopefully for improvement in our own State, under the moulding influence of his practical mind, indomitable energy, and extensive experience. We have reason, as a State, to felicitate ourselves on the acquisition of such a man. It ought to form a new era in our State history; *and it will*, if we are true to ourselves and to him.

We shall best honor ourselves, and bless our State, by listening confidently to, and promptly carrying into effect, whatever suggestions and advice such a man as Henry Barnard, in his ripe experience, and noble devotion to the good of his race, may deem it his duty to offer upon matters pertaining to the great cause of popular education in Wisconsin.

TEACHERS' INSTITUTES.

Highly as the Normal School deserves commendation and encouragement in the great work of preparation of teachers, I would not forget that other agencies are vastly important—chief among which are Teachers' Institutes. It has been nearly twenty years since they were first instituted by Hon. Henry Barnard; and they have now come into general use wherever education is progressive.

"Our Normal School," writes Hon. HENRY S. RANDALL, of New York, formerly Superintendent of Public Instruction of that State, "is but a drop in the bucket—graduating a handful of teachers annually, while probably five thousand new teachers enter the schools yearly. The teachers' departments in the Academies do something; but they take in but a small portion of the whole number, and in very many cases really do nothing towards preparing the teachers for their business besides instructing them in the necessary branches. They do not instruct in the *art of teaching*. The only feasible plan I have seen for any thing like a general fitting in the latter particular, is by our '*Institutes*,' as they are called. I need not explain them to you. They are usually much too short—teaching but two or three weeks. But even in that time they do a wonderful amount of *general good*. They get abroad correct ideas on leading points, and some familiarity with routine. They, at least, *start* teachers on the right track, and in a uniform direction. Could a State Normal School supply enough teachers for the Institutes, and could the latter be extended through the two months immediately preceding the opening of the winter schools—one in each County, and such arrangements made that the mass of the teachers would attend them—it would, in my opinion, be a better system of preparation than any State has yet had; and it certainly would not necessarily be a more expensive one than ours."

In several of the States—Connecticut, Massachusetts, and Maine, among them—the ablest instructors in the several departments in common school instruction are employed by the State to attend a series of Institutes, so arranged that they can pass rapidly from one to another, and thus during two or three

months in the autumn, the teachers of the entire State have the opportunity of being benefited by their experience and instructions. At these Institutes, the teachers undergo thorough drills, reviewing the studies appropriate to their calling; and are taught to think and act with manly independence, simplifying and making attractive the rudiments of knowledge, and shaking off that slavish adherence to the strict letter of the text-books so common with timid and undisciplined minds. "They afford to the young and inexperienced teachers," says Hon. HENRY BARNARD, "an opportunity to review the studies they are to teach, and to witness, and to some extent practise, the best methods of arranging and conducting the classes of a school, as well as obtaining the matured views of the best teachers and educators on all the great topics of education, as brought out in public lectures, discussions and conversation. The attainments of solitary reading will thus be quickened by the action of living mind. The acquisition of one will be tested by the experience and structure of others. New advances in any direction by one teacher, will become known, and made the common property of the profession. Old and defective methods will be held up, exposed and corrected, while valuable hints will be followed out and proved. The tendency to a dogmatical tone and spirit, to one-sided and narrow views, to a monotony of character, which every good teacher fears, and to which most professional teachers are exposed, will be withstood and obviated. The sympathies of a common pursuit, the interchange of ideas, the discussion of topics which concern their common advancement, the necessity of extending their reading and inquiries, and of cultivating the power and habit of written and oral expression, all these things will attach teachers to each other, elevate their own character and attainments, and the social and pecuniary estimate of the profession."

"The general opinion," says Mr. BARNARD, in his Connecticut School Report of 1853, "as to the utility of these Institutes in their two-fold operation on the profession, and the community generally, has been confirmed by another year's experience. They have enabled even experienced teachers to refresh their memories as to the leading principles and facts of the several studies usually pursued in our district schools, by rapid reviews, and, in some instances, it may be safely said, by new and better methods of presenting the same to their pupils. They have brought the young and inexperienced teacher to profit in the work of self-improvement by hints, suggestions, and practical illustrations, from those who have acquired skill and reputation by years of laborious and successful experience. They have stimulated the older and the best teachers of the State, to renew-

ed and more zealous efforts to perform their duties with even greater success. They have helped to awaken and diffuse a great degree of mental activity and professional feeling in the whole body of teachers. Beyond the circle of the profession, for whose special benefit they are held, these Institutes have interested a large number of citizens, parents, and young people, in the subject of education, the principles of school architecture, methods of teaching, the government of children in the family and school, and other leading features of school organization and administration."

Alluding to Teachers' Institutes, the Second Annual Report of the Board of Education of Maine, remarks: "The exercises consist of a review of the elementary branches, of practical expositions and illustrations of the most approved methods of instruction in them, of the best modes of organizing, governing, and disciplining a school, of inculcating the principles of morality, and keeping alive in the hearts of children an interest in the studies in which their minds are engaged; the whole being interspersed with the expression of the views, opinions and experience of the pupils, and practical demonstrative lectures by the teachers."

There must be not less than five thousand persons in our State engaged more or less in the business of teaching in our common schools. The great mass of these teachers cannot be expected to avail themselves of Normal School privileges; the Teachers' Institute is their only hope. Wherever these Institutes are held, the teachers attending them are the guests of the families of the immediate neighborhood and surrounding country; and these families, becoming interested in the exercises, in large numbers attend the evening lectures. Thus not only the teachers are greatly benefited, but a new educational spirit is infused among the people, which cannot but result in lasting good to every such community.

The great essential element of success in these Institutes, is the employment of first-class instructors and lecturers; and this involves considerable expense, too much for those attending the Institutes themselves to bear. The State, I am fully persuaded, should promptly and unhesitatingly lend a liberal helping hand in this matter. Other States have done it, with the most marked beneficial results. "It is believed," says Hon. ROBERT ALLYN, Commissioner of Public Schools of Rhode Island, in his Report of 1856, "that no money which the State expends for the benefit of its schools, accomplishes a better service than that appropriated to defray the expenses of these Institutes." As the Teachers' Institute is emphatically a part —and a very important part, too, of a State system of Normal

instruction, I would respectfully recommend that such power as shall be necessary for the purpose, be granted to the Normal School Board to employ such number of teachers, peculiarly fitted for the work, as they may from time to time think necessary, to attend and carry on Institutes, under the direction of the Board or State Normal School Agent; to be remunerated, as the Board may deem proper, out of the income of the Normal School Fund. These Institutes might, in many instances, be held, as Mr. Barnard has suggested in conversation, in connection with the Normal School departments which are already, or may hereafter be, established.

The State Superintendent, and his Assistant, could, to some extent, lend their personal aid and encouragement. But they alone, however willing to do their part, could not impart the variety of instruction and interest necessary to give the large measure of success and usefulness to such gatherings as would be anxiously hoped and desired. Nor could the State Normal School Agent do all this work. As the Institutes are mostly held in the autumn, it would be almost impossible to so arrange them, but that two or more would frequently be held, and often at widely different points, at the same time. Superintendents and State Agents could not be ubiquitous; besides in the autumn the Superintendent is expected, if faithful to his position and the State, to be preparing his annual report, as the law requires.

As already indicated, the true policy of the State would be, to employ, as other States do, able and competent instructors and lecturers—the very best that can be obtained; one, for instance, pre-eminently fitted to instruct and lecture on Grammar, another on Arithmetic, another on Natural History, another on music in schools, and so on. Such men would draw together an immense attendance on the Institutes, and they would leave *their mark* wherever they should go. Let Henry Barnard, the originator of Teachers' Institutes, take the lead, with such a corps of instructors and lecturers as he would draw around him, and such an impetus would, in connection with the noble work performed by our Normal Schools, be given to our common school system, as has never been seen in the Great West—perhaps never in the history of the civilized world. We have a noble State—a noble army of children—a fine fund set apart for the special purpose of Normal instruction; and let us but rightly and wisely use it so as to accomplish the greatest possible amount of good, and future generations will yet rise up and pronounce our memories blessed.

FEMALES AS TEACHERS.

Females, in consequence of their higher moral instincts, their more refined tastes, together with their more patient and sympathising natures, are fitted in a more eminent degree than the male sex for imparting instruction to the young. Many a female has distinguished herself in the republic of letters; and some, like Caroline Herschel, Mary Somerville, and our own Miss Mitchell, have attained to the highest grade of scholarship, and solved problems of science generally thought to be only within the grasp of the masculine intellect. It has, however, been unfortunate, that but few modes by which to obtain an honorable reputation and independence, have been, by common consent, assigned to females; and even this occupation of teaching, for which they are so pre-eminently fitted by nature, has been but too generally wrested from them. If they were universally employed, as they should be, in having all the primary schools of the State in charge, for children not exceeding the age of ten or twelve years, then there would be a wide field open for the exercise of their peculiar talent, and an honorable inducement held out to them to seek a higher education. The establishment of Normal Schools and Teachers' Institutes will have a tendency to draw out this class of talent, and prepare a noble army of female teachers, which nothing else could half so well accomplish. In New York and Massachusetts, about two-thirds of the pupils in the Normal Schools are females. I confess, I rejoice that it is so, regarding it as a favorable omen for the more juvenile portion of school children; and I shall expect to witness in Wisconsin the same results as in New York and Massachusetts.

"In all the schools," says Mr. BARNARD, in his Rhode Island School Report of 1845, "visited the first winter, or from which returns were received, out of Providence, and the primary departments of a few large central districts, I found but six female teachers; and including the whole State, and excepting the districts referred to, there cannot have been more than twice that number employed. This is one evidence of the want of prudence in applying the school funds of the districts, and of the low appreciation of the peculiar talents, when properly educated as teachers,—their more gentle and refined manners, purer morals, stronger interests and greater tact and contentment in managing and instructing young children, and of their power, when properly developed, of governing even the most wild and stubborn minds by moral influences. Two-thirds at least of all the schools which I visited, would have been better taught by female teachers, who could have been employed at half the com-

pensation actually paid to the male teachers, and thus the length of the winter school prolonged on an average of two months. Convinced, as I am, from many years observation in public schools, that these institutions will never exert the influence they should on the manners and morals of the children educated in them, till a larger number of well-trained and accomplished females are employed permanently as teachers, either as principals or assistants, I have everywhere, and on all occasions, urged their peculiar fitness for the office. I have reason to believe that at least fifty female teachers, in addition to the number employed last year, are now engaged in the public schools of the State. But before the superior efficiency of woman in the holy ministry of education, can be felt in its largest measure, her education must be more amply and universally provided for, and an opportunity afforded for some special training in the duties of a teacher, and a modification of the present practice and arrangement of districts be effected."

"The earlier we can establish," says Mr. BARNARD, in his *American Journal of Education*, for Dec. 1856, "in every populous district, primary schools, under female teachers, whose hearts are made strong by deep religious principle,—who have faith in the power of Christian love steadily exerted to fashion anew the bad manners, and soften the harsh and self-willed perverseness of neglected children,—with the patience to begin every morning, with but little if any perceptible advance beyond where they began the previous morning,—with prompt and kind sympathies, and ready skill in music, drawing, and oral methods, the better it will be for the cause of education, and for every other good cause."

"Where are we," asks Prof. READ, "to find teachers for our schools? Here is the great difficulty. From our male population, we cannot have suitable teachers for our primary schools. There are so many other fields of enterprise in a rapidly growing community, that few young men are willing to embark in the humble, toilsome, and thankless vocation of teaching, and especially to embark in it as a profession, as a life business."

"What is the remedy? I answer, females must be employed as the teachers of all our primary schools, and as the teachers of their own sex in all schools. Is the question here asked, will not this deteriorate our schools? I answer, no. It will raise them. This is uniform experience. It is, too, but the simplest justice to restore to the female sex that business for which God Almighty has peculiarly fitted them. They were designed by the great Creator himself to be the early instructors of the whole human race. What man ever knew how to

teach children as woman? Let any one who doubts on this subject, read the reports of State Superintendents of Education, of school visitors, of all, indeed, having the oversight of public education. The visitors of the Cincinnati schools, in their report of last year to the Council of that city, declare that their experience is conclusive as to the propriety and importance of employing a very large proportion of female teachers in all their schools; that in the power of controlling and softening the feelings of their pupils, in the forming of a correct and delicate taste, and in the still higher power of giving tone to the moral sentiments, the female teacher is indispensable; and that to their corps of female teachers, they attribute a large share of the prosperity and high standing of the Cincinnati schools. In all the States, and every where, precisely as the systems of general education have been improved, has a larger proportion of female teachers been introduced into all the schools."

"Females," says the able Report of the School Committee of Farmingham, Mass., "seem to be better adapted by nature to the work of teaching. There is more truth than hyperbole in a remark recently made to a body of teachers by Dr. Wayland, that 'it is a rare thing to find a man who has a gift for teaching, and it is an equally rare thing to find a woman who cannot teach well.' It is 'a rare thing' to find men who have a peculiar tact for teaching the young. Experience evinces their adaptation to their ordinary and appropriate pursuits. A larger proportion of men are found to distinguish themselves for ability and success in other departments in life than in the profession of teaching. But a small number of male teachers leave their impress clearly marked upon their pupils. They lack the requisite patience and perseverance in little things—the quick discernment of character—the sympathy and sensibility to penetrate the youthful spirit and arouse its dormant faculties. Above all, they are destitute of those delicate arts which are so requisite to win the affections of children, to call forth and direct their earliest aspirations, and to impart the requisite impulse to their minds. Cheerfulness and enthusiasm, courtesy and kindness, and the power of easy, quiet, unconscious influence, are requisites indispensable to the attractiveness, order and efficiency of the school. Females are endowed with a bountiful share of these desirable qualities.

"In our high schools and colleges—where mind, in its maturing state and fuller development, is stimulated by the strongest incentives to study, and subjected to the severest discipline, and led onward into the higher departments of literature and science—it is obviously better to employ permanent male teachers. But in all elementary instruction, the very structure of

her mind fits woman for the task. Nature has marked her out for this great work. Outside of the family, she nowhere seems so truly to occupy her appropriate sphere. All her attainments and powers can here be actively and earnestly employed. The work is adapted to her mental and moral constitution. No occupation harmonizes better with her character, or yields her more genuine pleasure.

"The leading objection to the policy here advocated, is founded on the supposition that delicate and timid women will not succeed so well in the government of a school in which rough and refractory boys are gathered together. This is the most common and plausible objection, and is worthy of respectful consideration. It was formerly supposed that physical strength was a prime characteristic of a good disciplinarian, and that brute force was the chief agency in school government. The objection under consideration has some affinity to this antiquated notion. Horace Mann has well said, 'A man may keep a difficult school by means of authority and physical force; a woman can only do it by dignity of character, and such a superiority in attainment as is too conspicuous to be questioned.' A silent moral power ought to reign in the school-room, rather than ostentatious and coercive measures. Its influence is more happy, effective and permanent. Corporeal punishments may be used as a *dernier resort* in extreme cases. But true wisdom and skill in school government consists in the prevention, rather than in the punishment, of offences—in cultivating the better feelings of our nature—truthfulness, generosity, kindness and self-respect. Such influences women are pre-eminently fitted to wield. Refined and lady-like manners, with a mellow and winning voice, will exert a peculiar sway even upon the rudest and most unmannerly youth. There is a silent power in the very face of a teacher beaming with love for her pupils, and enthusiasm in her noble work."

"It has often been remarked," observes Hon. H. H. BARNEY, in his Report as State School Commissioner of Ohio, in 1864, "that females make better teachers for young children than the other sex; for they have more talent for oral or conversational teaching, more quickness of perception in seizing the difficulties which embarrass the mind of a child, and more mildness of manner in removing them. They are more ingenious in introducing little devices calculated to animate and encourage children, and relieve the monotony of school exercises. They attach more importance to the improvement of morals, and pay more attention to cleanliness and good manners, than men. They have a peculiar faculty for awakening the sympathies of children, and inspiring them with a desire to excel.

They possess warmer affections, more delicate taste, greater confidence in human nature, more untiring zeal in behalf of those committed to their charge. When the mind of a child has gone astray, they will lead it back into the right path more gently and more successfully than men. 'How many a tender child is injured by the stern administration of a male teacher; by harsh decisions formed in haste, where there was not time to consider all the circumstances of the case; and by the ill-treatment and rough language of the older scholars. The intellect of children stands in need of the training which woman is best qualified to give. She paints to the imagination, when the male teacher defines the reasons. She gives form, and color, and life to what the male teacher treats as an abstract principle. The male teacher is prone to take too long steps in his instruction, to which the minds of the pupils are not yet adequate, and has not the patience to graduate his elementary instructions by so minute a scale, and to advance by so slow a pace as is required by the conditions of the young mind.'"

"Females," observes Hon. A. G. CURTIN, late Superintendent of Common Schools of Pennsylvania, "possess those delicate arts which win the love of children; their constancy and kindness, give them that easy and unconscious influence, which is indispensable to the attractiveness and efficiency of the school. The occupation is in harmony with the female character; and her ambition cannot be flattered by the hope of greater success in other branches of human pursuit. It yields her more profit than any other art or occupation; her affections are concentrated on her pupils; and her enthusiasm is excited in her noble work. Her winning voice, and smile of love, will correct where punishment would fail; and she succeeds by the cultivation of the better feelings of our nature."

Such evidences of woman's appreciation for the teacher's office, is truly gratifying. Females are almost universally employed in the public schools of the larger cities of the Union, as principals or assistants, with salaries ranging from \$350 to \$700 per annum. In our own State, while nine years ago female teachers received on an average but \$6 92 per month, or \$82 04 per year, their wages have since attained to \$15 16 per month on an average, or \$181 92 per year; and, in at least one instance, to \$29 00 per month, or \$348 00 per year. With a more thorough preparation in our Normal Schools and Teachers' Institutes, we may confidently expect to see females take a yet higher rank in our noble army of educators, and receive an increased corresponding reward. Possessing, as woman does, a more graceful and affectionate disposition, an exhaustless patience, a keen and quick power of perception, and a ready

adaptation to circumstances, she is eminently fitted to mould the impressible minds of youth—and for this noble office, the purity and gracefulness of her character, the generous sympathies of her nature—"last at the cross and first at the grave"—point her out as the chosen of God.

I cannot, in closing the topic of females as teachers, refrain from citing the eloquent tribute to WOMAN by the historian Bancroft: "It may seem to be at variance with our theme, that as republican institutions gain ground, WOMAN appears less on the theatre of events. She, whose presence in this briary world is as a lily among thorns, whose smile is pleasant like the light of morning, and whose eye is the gate of Heaven; she, whom nature so reveres, that the lovely veil of her spirit is the best terrestrial emblem of beauty, must cease to command armies or reign supreme over nations. Yet the progress of liberty, while it has made her less conspicuous, has redeemed her into the possession of the full dignity of her nature, has made her not man's slave, but his companion, his counsellor, and fellow-martyr; and, for an occasional ascendancy in political affairs, has substituted the uniform enjoyment of domestic equality. The avenue to active public life seems closed against her, but without impairing her power over mind, or her fame. The lyre is as obedient to her touch, the muse as coming to her call, as to that of man; and truth in its purity finds no more honored interpreter."

STATE BOARD OF EDUCATION.

The Constitution of our State provides, that "the supervision of public instruction shall be vested in a State Superintendent, and such other officers as the Legislature shall direct." "Public instruction" is, evidently enough, that instruction designed for the public benefit, and over which the public, through its chosen representatives in the Legislature, and other officers constituted for the purpose, have a controlling supervision and direction—hence, unquestionably, the Common Schools, the Normal Schools, and the State University. So far as the State Superintendent is concerned, he has "the supervision," which the Constitution declares "shall be vested" in him, except in the matter of the Normal Schools, in the management of which he has only a *nominal*, not any *actual* part. These three departments of our State educational system, are under separate and distinct management; and while each department is devoted to its own special sphere, there is no general aim at concert and harmony of action and purpose in the system. It is not merely my own opinion, but that of many distinguished educators with

whom I have conversed—Hon. HENRY BARNARD, among the number—that the Common Schools, Normal Schools, and State University, could best be managed, and all their aims and purposes more fully harmonized, by a single Board—a STATE BOARD OF EDUCATION. Then there could, and would be, no clashing of interests, by the three departments of our educational system; and such a Board would, in all its action, study how best to subserve the general interests of the whole. Such Board should have all powers now conferred on the respective Boards of Normal and University Regents, with further power to select and approve suitable books for School Libraries, whenever so directed by law, and perhaps recommend text books for Common Schools, and advise with the State Superintendent, relative to the educational interests of the State, whenever desirable by the Board or that officer.

Under the Constitution, the State Superintendent would necessarily be made a member of such Board; the Chancellor of the University should be another; and, I should suppose, it would be eminently proper, that the Governor, and one or all of the Commissioners of the School, University and Normal Funds, should also be made *ex officio* members of such Board. And that six members, in addition, should be elected by the Legislature, holding their offices, after the first election, for six years, to be elected by classes, as the Legislature may designate—the Governor to fill all vacancies; and absence, from any cause, on the part of those members elected by the Legislature, from three successive regular meetings of the Board, to vacate their office. Pay should be provided for those members who would necessarily have to make journeys to attend the meetings of the Board; but it would be cheaper for the State to pay one such Board, than two, as is now the case with the Normal and University Regents. No geographical limits should be specified from which the Legislature should select the Board, except those embracing the whole State; for it would behoove the Legislature, in making such selection, to act wisely, and make choice of the *very best men* that could possibly be found in the State, without special regard to their locality.

The State Superintendent, at meetings of the Board, should bring forward matters for consideration relative to his department; the Chancellor of the University, relative to that institution, and the State Normal School Agent, relative to the Normal Schools under State patronage and supervision; and the Chancellor of the University, and State Normal Agent, to prepare the annual reports of those respective departments, for the approval of the Board, and submission to the Legislature.

With such a STATE BOARD OF EDUCATION, neither too large

to be unweildy, nor too small to lose its *prestige*, I should hope for a marked improvement, and harmony of action, in the administration of the several educational interests of the State; and that each of these separate interests, would receive its share and *only* its proper share, of attention and encouragement. The Legislature would then feel, that whatever recommendations and suggestions might be made by the State Board, would have the merit of having been carefully matured, with a view to the general good of the whole educational system of the State, and not run the risk of advancing one interest at the expense, or to the detriment of the others. And never, perhaps, could there be a better time than the present, to inaugurate the new Board—when the Normal School system is just fairly going into operation, and the University is to commence its career under the administration of the newly chosen Chancellor, with a re-arrangement of its schools, or departments. Our educational policy needs to be fairly adjusted, and placed in charge of an able and experienced State Board, who should study how to give uniformity, stability and completeness to the system.

COUNTY OR DISTRICT SUPERINTENDENT.

In Maine, New Hampshire, Vermont, and Pennsylvania, each county has a Superintendent; in New York each Assembly District; and in Indiana Circuit Superintendents have been recommended, each circuit to embrace nine counties, or about ninety-four townships.

HON. HENRY S. RANDALL, long the County Superintendent of Courtland county, New York, and subsequently Superintendent of Public Instruction of that State, has given us the result of his personal experience while County Superintendent; and his testimony carries with it the highest evidence of the great importance of such a school officer:

Speaking of the legal powers and judicial jurisdiction conferred on the State and County Superintendents, Mr. RANDALL remarks, that of the school system of New York, this was "the most important feature of the whole, at least that one without which all the rest amounted to comparatively nothing. You must clothe your school officers with authority if you wish them to have weight in the community and be looked up to; and then again, there can be no such thing as successful schools where any quarrelsome man in the State can plunge a school district into contention and litigation in the ordinary courts of law. Our laws did not prevent an aggrieved party in very many cases from going to a court of law.

"But it opened another class of courts to him where there were no lawyers, no costs or fees, and no wire drawn technicali-

ties; in short, where a man familiar with schools, and who ought to be familiar with school laws—who ought to be above local excitements and paltry prejudices—acted as a judge, a jury—a court of conciliation—a court of law, a court of equity, and finally, as a firm and sensible *friend of all the parties!* Our County Superintendents answered to a county court, and the few appeals that went up from their decisions, went to the State Superintendent, who in school cases, (commenced before a County Superintendent, or before himself,) answered to a court of appeals.

“In our State the State Superintendent was and is an officer within his jurisdiction, the most absolute known to our laws. No Legislature, perhaps, would ever at once and directly have conferred such powers. It grew gradually out of circumstances, and out of the necessity of the case—*unless* the schools were to be swamped by litigation, and unless the vast machinery necessary to carry on nearly 12,000 schools, and to annually pay from the public treasury over a million of dollars, was to be left to fall into irregularity or inefficiency. And never have our people complained of the high and summary powers of the State Superintendent. In the few questions ever raised on the subject, they have invariably stood by him. Indeed, I hardly now recollect an instance of such a question getting to any extent before the public, unless in the case of my decision, in the case of *Quigley vs. Gifford*, on the subject of compelling Catholic children to read the version of the Bible used by Protestants, and to attend Protestant religious services.

“This is a question on which so much sensitiveness exists in the public mind, that my decision called out a few public murmurs, but the newspapers of the State, almost in a body, without reference to any party or sect, rushed to my defense and sustained me triumphantly. Our State Superintendent always has the flood-tide of public sympathy in his favor—and he must decide *outrageously* not to have the entire community at his side.

“I don’t remember, and have no statistical table to show, before me, how many cases were appealed annually from the county officers to the State Superintendent, while we had County Superintendents. I know however they were very few. I can speak for this county, for the two terms in which I held its Superintendency. There was not a single case appealed during those two terms. Nay, there was scarcely a case carried out in form before me. When I found one was arising, I always asked the parties to wait until I could come on the ground and talk with them all face to face on the subject. In nineteen cases out of twenty they assented to this, and I have not a single case in

recollection where I failed to settle the matter to the comparative, and frequently the entire satisfaction of all. I presume this was very much the same over the entire State. I would not give a farthing for a system where the officers are not armed with proper powers. I do not mean with the mere power of advising, (if that can be called a power,) but with authority to enforce, by removals from office, by withholding the public money, &c. It is the sheet-anchor of any efficient system.

"Our County Superintendency operated admirably. No intelligent man will now deny this. When the law first went into effect, that very able man, John C. Spencer, was State Superintendent. Through his efficient deputy, Mr. Samuel S. Randall, he solicited able and public spirited men throughout the State to become candidates for the local Superintendencies. Many a man did so, and was elected, (by the Supervisors,) who 'would not have looked at' what many at the time would have considered much more important offices. Many of them were or had been teachers, but they were not a band of opinionated, crotchety pedagogues; they were of general information—of knowledge of the world—of standing. They were not men who could be sunk down into agents and puffers for book publishers! Two dollars a day (and no margin for 'roast beef,') paid their horse hire, and for their time and efforts they found their pay in the good which they daily saw themselves accomplishing! Oh, sir, I look back with delight to a period of my life when I was facing storms, breaking through winter drifts, going without regular meals, to bear what I may term the missionary cross among the hills and valleys of this county.

"How the 'new officer' was dreaded at his first approach by fossil school-masters and jealous town officers! They had some occasion to dread him. I remember well my first visit to the town of——to examine teachers. That was before we had Town Superintendents, and while we had three commissioners and three inspectors in each town. In the town of——these were all my political and personal friends, and therefore came out very cordially to meet me at the examination. They were the leading men of the town; two of them decidedly its magnates. One of the magnates had a daughter, and another a sister, to be examined. Both of the young ladies had taught for several seasons, and were not aware that it was necessary for *them* to think of looking over their studies or 'brightening up' for the examination. Their father's and brother's friend, —the man whom their fathers and brothers had supported for office,—reject them? The idea was preposterous! I prolonged the examination half an hour, revolving bitterly in my mind how I should perform my duty with any degree of grace. Seeing

no way to do this, I finally shut my eyes and took the leap. I rejected the entire class! Had a stunning clap of thunder broke from that clear April sky, there would not have been such a momentary look of surprise. The next instant, mortification and wounded feelings filled the room with sobs. I escaped; but then I had accepted an invitation to take tea and stay over night with magnate number one. Here was a new trial. I marched over, as cool (just about) as a soldier mounting 'the deadly imminent breach,' with Hyder Ali or a Russian garrison on the other side. We got down to the tea table. The Squire evidently had a terrible choking sensation about the throat. Finally he thought he must relieve his mind, and he said—'Randall, what did you reject ——— for?' At that moment ——— entered the room, with eyes redder than another Niobe's. Said I, 'You hear your father's question; can you answer it for me?' 'I suppose, sir, because I was not qualified,' was the reply. 'Exactly,' said I; 'Squire, be good enough to pass me the bread?'

"The next morning ——— and the two other rejected and dejected ones were started off by their parents for the Academy. I told them I thought with two or three weeks of rubbing up, they would 'pass muster.' But no, they had made up their minds that they would be beholden to no man's lenity in future. They went to the Academy. They staid until they became polished scholars, and on two of them I afterwards conferred State certificates, as teachers of the highest grade of attainment and practical skill. Now for the moral of this anecdote. I knew that the law creating County Superintendents was terribly unpopular in the town of——, even before I came down on them 'like a wolf on the fold!' They thought it a terrible thing in theory to clothe a 'central' officer with such powers, and certainly they had found it no joke in practice! So when a few months afterwards I turned my horses' heads into the quiet little valley of the——, I could not but reflect with what secret if not open aversion I should be received in the schools. However remembering 'faint heart never won' anything worth having, I drove straight to the Squire's and 'put up.' His nephew, a fine young man, was the new Town Superintendent. On I went for two or three days through the schools, calmly and firmly administering praise or censure as I thought circumstances demanded. The teachers quivered and blanched a little at the outset, but all were deeply respectful, and finally a good many of them got on pretty good terms with themselves and me before the examination of their schools closed. The Trustees and people turned out to meet me. They bore the rebukes I administered where I thought it necessary, for the bad condition of the school houses,

libraries, &c., with a capital grace, and many asked me home with them. Finally, I remarked to the Town Superintendent that I met a more cordial reception than I expected, after such an *opening* in the town. 'Oh, sir,' said he, 'that opening revolutionized our town. A petition has been sent here from abroad for signers, to have the Legislature abolish the County Superintendency. Our people have mostly signed a remonstrance against its abolition. They say when disinterested officers are sent in, and justice comes even-handed on big and little, and teachers are made to earn the worth of the money, the law must be a good one, and they are ready to meet the extra expense.' The next time I entered that town I was met by a convocation of schools, arranged in their holiday bravery, banners waving and a band of music alternating its strains with songs and hymns, written for the occasion, pealed forth by the entire body of the children of the town. And foremost in the demonstration, were the rejected teachers of the preceding season!

"Indifference warmed into interest, and interest swelled into enthusiasm in our schools. Such I believe to have been the history of the County Superintendency in a large proportion of the counties of the State—everywhere where competent men filled the office."

Such was the admirable working of the County Superintendency in New York. In an evil hour, the system was abolished, but after a while the great error was made so manifest, that the system was restored by providing for a Superintendent for each Assembly District—which are nearly three times as populous as our Wisconsin Assembly Districts—and the largest measure of success has attended the restoration.

The annual reports of the Superintendent of Public Instruction of Pennsylvania for the years 1856 and 1857, give a synopsis of the working of the system of County Superintendency in that State, after only two years' trial, as shown in the well administered Counties, which exhibit the following most cheering results:

"1. Organized, well attended and efficient Institutes and Associations by teachers for self-improvement.

"2. Largely increased interest by Directors in the duties of their office.

"3. Improvement in school houses and furniture.

"4. Great increase in uniformity of text-books, and improvement in classification.

"5. The enlargement of the number of promising qualified teachers in the profession, and the retirement of by far more, who were found to be incompetent.

"6. Increase in the salaries of teachers, and in their standing and influence as members of society.

"7. Manifest improvement in the schools, with a strong tendency towards grading them, and the introduction of a more liberal course of study.

"8. More frequent visits to the schools by parents, and a greater interest on their part in the means provided by the State, for the intellectual culture of their children.

"9. Numerous public examinations and exhibitions, at the close of the term, well attended by parents, and showing a noble conviction on the part of teachers, that their duty has been so discharged as not to fear the public eye.

"10. Strong emulation not only between neighboring schools and districts, but between neighboring counties, and different and distant sections of the State.

"11. Marked improvement in the *methods* of teaching, and more interest in the literature of the profession.

"12. A pervading consciousness of the necessity of more and better means for the education of teachers, as such, and a determination to secure them at the earliest possible period."

This office of County or District Superintendent, appears to fill a gap in the School system, that will sooner or later be demanded in Wisconsin. At present, the Clerks of our Boards of Supervisors make an annual return of the school statistics of their respective counties, but farther than this, they do nothing—nothing more being required of them. Perhaps this is all that could reasonably be expected of that officer, who has other duties to perform, this matter of making an annual report on school statistics, being merely an isolated and secondary consideration. I can see very clearly, that a powerful stimulus would be given to the cause of popular education, if there were a County or District Superintendent, to devote his whole time to the educational interests of his special district, exercising a thorough supervision of the schools, examining, with others associated with him, candidates for teachers' certificates, furnishing to the State Superintendent statistics and detailed statements of the condition and progress of the common school interests of his district, arranging for, and assisting in, Teachers' Institutes, adjusting controversies, lecturing on educational subjects, and using every possible means to inspire in the schools, school officers, and people of his district, a generous enthusiasm in the noble work and objects of education.

There are four of the matters here indicated as appropriate duties for such a County or District Superintendent, of such paramount importance, that I must not dismiss them without further reference.

1. *Supervision*.—The school officers, under our present system, whose duty it is made to visit and inspect schools, do very

little in this exceedingly important matter. A proper visitation of schools, by intelligent and able visitors, is productive of unspeakable good, to both teachers and pupils. In Europe, from despotic Russia, down to the smallest canton of republican Switzerland, there are able officers, who exercise an active and provident supervision over the public schools. It is so in Massachusetts, Connecticut, Upper Canada, and elsewhere. This school visitation and inspection, if done by thoroughly competent men, gives an opportunity of discovering errors of practice, and suggesting remedies, as to the organization, classification, and methods of teaching—securing uniformity in the use of the best text books, school management, and modes of instruction—examining the pupils, animating and encouraging the teachers in their arduous work, and stirring up the parents and school officers to a deeper interest in the noble work of education. Too much importance cannot be attached to such school inspection. "Holland," says Hon. E. RYERSON, Chief Superintendent of Public Instruction of Upper Canada, "is probably superior to every other country in the world, in its system of inspection. With some of these Inspectors it was my good fortune to meet in Holland; they accompanied me to various schools under their charge; their entrance into the schools was welcomed by the glowing countenances of both teachers and pupils, who seemed to regard and receive them as friends, from whom they expected both instruction and encouragement; nor were their expectations disappointed, so far as I had an opportunity of judging; the examinations and remarks in each instance, showed the Inspector to be intimately acquainted with every department of the instruction given, and imparted animation and delight to the whole school." The importance attached to this class of officers, may be inferred from the admonition of the venerable Vanden Ende, late Chief Commissioner of Primary Instruction in Holland, to M. Cousin, in 1836, "*Be careful in the choice of your Inspectors; they are men who ought to be sought for with lantern in hand.*" No such supervision is possible on the part of the State Superintendent; for if he were to devote his entire time to visiting the schools of the State, to the utter neglect of every other duty, and should visit two schools a day, it would require *between six and seven years* to get once around—more than three times the length of his term of office.

2. *Teachers' Certificates.*—It is not necessary to dwell upon the inefficiency and want of uniformity in the present mode of each Town Superintendent examining teachers and granting certificates. Many of these Town Superintendents are not themselves qualified to properly examine a candidate for a teacher's

certificate; and where one is capable and faithful, and the candidate is rejected as wanting in the necessary qualifications, it is but too frequently the case, that the rejected candidate will pass on to the next Town Superintendent, and readily succeed in passing an examination, or securing a certificate without being subjected to any ordeal whatever. This practice of certifying unworthy teachers is ruinous to the best interests and hopes of education, and calls loudly for redress. Could a County or District Superintendent, chosen with special reference to his peculiar fitness for the office—perhaps a man of long and eminent experience as a teacher—with perhaps two practical teachers, selected by the Teachers' Association of the district, form an Examining Board, to visit—if a County Board—each town in the County, at least twice in each year, to examine and grant certificates to properly qualified teachers, I have no doubt that this, or some similar plan, would have an admirable effect upon the whole school system of the State; and doubly so, if a graded system of certificates could be established. "Our graded Provisional certificates," states Hon. H. C. HICKOK, Superintendent of Public Instruction of Pennsylvania, "which are good for only one term or one year, indicate the exact qualifications of inferior applicants, and stimulate self-improvement and progress: The Professional or Permanent certificate, sometimes called a County certificate, is of a much higher character, and is granted only after a *thorough* examination in the branches named, and actual observation in the school, of the holder's skill and success in the 'Art of Teaching.' Both of these certificates are granted by the County Superintendent, and limited to the County in which issued. It is not proposed to issue any other certificates, except the two classes of State certificates provided for in our Normal School act, viz: 1st, a State certificate of *scholarship*, to be granted to the graduates of the Normal Schools, or to common school teachers of equal qualifications, after a public examination by not less than three, nor more than five principals of Normal Schools; 2nd, a full State certificate of competence in the *practice of teaching*, by the same authorities, to the holders of the certificate of scholarship, after the expiration of two years, and two full terms of successful teaching in the common schools; so carefully is it intended to protect and elevate the *professional* character of the vocation. In no case will a certificate, either State or County, be granted to a teacher as a matter of compliment; no applicant, whatever his pretensions, can receive these passports to the profession from favoritism in any quarter; but only as evidence of intrinsic merit, after the thorough and unrelenting scrutiny, which I have indicated."

8. *Furnishing Statistics and Information.*—A County or District Superintendent could furnish all statistics and school information needed from his district by the State Superintendent; and thus these necessary statistics would not be, as they now very frequently are, so erroneous as to make it necessary to return them repeatedly for correction, and sometimes utterly fail of securing the corrections desired. Such County or District Superintendent could collect and embody in his annual report a full statement of facts relative to the condition, progress and wants of his district—a sad want for which no means of supplying is now provided. The State Superintendent constantly feels the need of some such officer, familiar with a special locality—a county, for instance—to whom to apply for much needed information. The reports of the County Superintendents of Pennsylvania, appended to the State Superintendent's Annual Report, are full of interest, information, and suggestions, alike to the State Superintendent, the Legislature, and readers in general.

4. *Adjusting Controversies.*—Whoever knows any thing of the difficulties under which the State Superintendent now frequently labors in appeal cases—perhaps some important fact improperly or obscurely stated, which if fully known, might produce a very different decision—whoever knows any thing of such difficulties, knows very well how much more understandingly such cases could be examined and decided on the spot, with all the facts brought fully to view—perhaps relating to a school-house site, the propriety of which could only be determined by a personal inspection. This would be a very important part of the labors of a County or District Superintendent, and from his impartial decision, few appeals would ever be made to the State Superintendent.

All things considered, I should think a County Superintendent, at least for many years to come, would prove more suitable to our condition than one for an Assembly District or Judicial Circuit. The most of the Assembly Districts would be unable to maintain such an officer in service for any useful period; and a Judicial Circuit would be too large for a Superintendent to properly visit and inspect the schools, examine candidates for teachers' certificates, thoroughly learn the condition of the schools, adjust wranglings and difficulties, and infuse a spirit of emulation and enthusiasm among the people on the subject of popular education. Let the County Superintendent be elected by the people at the Spring election, so as to keep the office as distinct as possible from party politics; or let him be appointed by the County Board of Supervisors, or by the State Board of Education upon proper recommendations of fitness and qualification; to serve for three years,

subject to removal, for just cause, by the State Superintendent or State Board of Education; and the State to appropriate out of the School Fund income, or General Fund, as the Legislature may direct, one hundred dollars annually to each County Superintendent, on condition that the county should pay at least as much more, and such County Superintendent should devote at least three months exclusively to the duties of his office; and the State to appropriate an additional one hundred dollars annually to each County Superintendent who should devote at least six months during the year exclusively to the duties of his office, and the county pay him at least as much more; and for the purposes here specified, such sparsely settled counties as Douglas and La Pointe, could be coupled together, at least until the next Legislative apportionment, and one Superintendent made to serve for the united counties. As remuneration for the two members of the Examining Board, to be associated with the County Superintendent, for the purpose of examining and granting certificates to teachers, a reasonable fee could be charged for each such examination—not for granting certificates, for that might possibly prove a temptation to grant them to unworthy aspirants; or the county could allow them a reasonable compensation.

TOWNSHIP GOVERNMENT.

There is a revolution going on in our country regarding the division of Townships into geographical districts. The district system has been so long in general use, that the people are slow to discover its inequalities and inconveniences, and hesitate to make a change, even when convinced of a better arrangement. That the Township system of school government has many and decided advantages over the old district plan, let facts and experience testify:

"As a general fact," says HORACE MANN, in his *Tenth Annual Report* as Secretary of the Massachusetts Board of Education, "the schools of undistricted towns are greatly superior to those in districted towns;—and for obvious reasons. The first class of towns,—the undistricted,—provide all the school-houses, and, through the agency of the school committee, employ all the teachers. If one good school house is provided for any section of the town, all the other sections, having contributed their respective portions of the expense to erect the good house, will demand one equally good for themselves; and the equity of such a demand is so obvious, that it cannot be resisted. If, on the other hand, each section were a separate district, and bound for the whole expense of a new house, if it should erect one, it would be tempted to continue an old house, long after it had ceased to be comfortable; and, indeed, as expe-

ience has too often and sadly proved, long after it has ceased to be tenatable. So, too, in undistricted towns, we never see the painful, anti-republican contrast of one school, in one section, kept all the year round, by a teacher who receives a hundred dollars a month, while, in another section of the same town, the school is kept on the minimum principle, both as to time and price, and, of course, yielding only a minimum amount of benefit,—to say nothing of probable and irremediable evils, that it may inflict. In regard to supervision, also, if the School Committee are responsible for the condition of all the schools, they are constrained to visit all alike, to care for all alike, and, as far as possible, to aim, in all, at the production of equal results; because any partiality or favoritism will be rebuked at the ballot-box. In undistricted towns, therefore, three grand conditions of a prosperous school,—viz., a good house, a good teacher, and vigilant superintendence,—are secured by motives which do not operate, or operate to a very limited extent, in districted towns. Under the non-districting system, it is obvious that each section of a town will demand, at least, an equal degree of accommodation in the house, of talent in the teacher, and of attention in the Committee; and, should any selfish feelings be indulged, it is some consolation to reflect that they, too, will be harnessed to the car of improvement.

"I consider the law of 1789, authorizing towns to divide themselves into districts, the most unfortunate law, on the subject of Common Schools, ever enacted in the State. During the last few years, several towns have abolished their districts, and assumed the administration of their schools in the corporate capacity; and I learn, from the report of the School Committee, and from other sources, that many other towns are contemplating the same reform."

Speaking of Mr. Mann's opinion of the unfortunate law of 1789, authorizing the division of towns into districts, Rev. Dr. SEARS, Mr. Mann's successor as Secretary of the Massachusetts Board of Education, observes, in his Report of 1850,—"The justness of the above observation is illustrated every day by the evils which are forcing themselves upon the public attention from every quarter."

Hon. H. H. BARNY, in his Report of 1855, as Commissioner of Common Schools of Ohio, gives the following synopsis of the able argument of Dr. Sears, in favor of the township system, and the evils incident to the old district plan: After explaining, at great length, the nature of these evils, he sums up the whole matter, by saying that the schools ordinarily maintained in the districts into which they are divided, are no longer capable of giving the education required by the character of the times; that they preclude the introduction of a system of proper

gradation in the schools; that the classification of the pupils is necessarily imperfect, and the number of classes altogether too great for thorough instruction by a single teacher; the fact that the district schools without any of the advantages of gradation, once answered their purpose very well, does not prove that we need nothing better now; that the old system is much more expensive in proportion to what it accomplishes than the other; that by means of it, hundreds of schools are kept in operation, which would otherwise be abandoned, as they ought to be; that in 1849 there were in Massachusetts 25 schools, whose highest average attendance was only *five* pupils; 205, whose highest average attendance was only *ten*; 546, in which it was only *fifteen*; 1,009, where it was only *twenty*; and 1,456, where it was only *twenty-five*; that most of these schools were of so low an order as not to deserve the name, and that the impression which they made upon the agents of the Board of Education while visiting them, was that the money of the districts, and the time of the teachers and pupils, were little better than wasted; that while some schools thus gradually dwindled into comparative insignificance and worthlessness, others became too large for suitable instruction by one teacher; that another evil almost invariably resulting from the division of the townships into independent school districts, was the unjust distinction which it occasioned in the character of the schools, and in the distribution of the school money; that when there was no responsible township School Committee authorized to act in the name of the township, there could not be that equality in the schools which the law contemplated; that the inhabitants of one district, being more intelligent and public-spirited than those of another, would have better school houses, more competent, zealous and devoted School Directors, and consequently better teachers and better schools; that the smaller and more retired districts, which stood in greatest need of good common schools, because entirely dependent on them, were more likely to languish for want of public spirit and good management than to be prosperous; that inasmuch as the theory of popular education is founded upon the principle that the public security requires the education of all the citizens, and that it is both just and expedient to tax the property of the people for the education of all the children of the people, and inasmuch as the school tax is levied equally upon all parts of the township, and as the object contemplated, which alone justifies such taxation, is the education of the whole mass of the population, without distinction, nothing short of an equal provision for all, should satisfy the public conscience.

With such facts and arguments presented and enforced, through a series of years; by two of the most accomplished and experi-

enced friends of popular education in this country,—Horace Mann and Dr. Sears—gentlemen who have carefully observed, thoroughly studied, and minutely noted the practical workings of the various school systems of this country and of Europe, the people became aroused at last to the importance of the change which had been so ably advocated, and the utility of which had been so completely demonstrated.

In a recent report of the Secretary of the Board of Education of Massachusetts, the following important statement is found, viz :

“A very considerable number of the townships have dropped the former mode of dividing the schools according to districts, and have placed the whole matter of their organization and distribution in the hands of the School Committee of the township. This change has already been made in about sixty townships of the Commonwealth, and the subject is now, more than ever before, engaging the attention of other townships, so that the year to come is likely to show greater results than any preceding year. The perceptible improvement of the schools in those places which have made the change, is an argument before which nothing can stand, and which is now acting upon the minds of the people at large, with silent but resistless power.

“The clear intelligence, steadiness and sobriety with which the people are beginning to pursue their object, as contrasted with the adventurous and uncertain efforts in the same direction in former years, is one of the many pleasing indications that the days of turmoil and confusion in settling great questions of school policy, are passing away, and a wise regard for the interests of posterity is becoming more and more controlling in the management of this branch of our public interests. It is hardly too much to say that, under the guidance of such lofty sentiments, all the townships of the State will, within a short period, be found adopting that policy in the management of their public schools, which experience shows to be the best.

“The gradual abandonment of the district system as here stated, results in no small degree from its connection with another measure, which has been regarded by the people with great favor, namely, the gradation of the schools. The districts are known to stand directly in the way of this improvement, and are receiving judgment accordingly. It was not until somewhat recently that a subject so important, so fundamental as that of establishing schools of different grades, for pupils of different ages and attainments, received much consideration from those who alone possessed the power to make the change. Distinguished men had written on the subject, and those who had studied the philosophy of education, were generally agreed in respect to it. But it was known chiefly as a theory passing,

in only a few instances, except in the cities, from the closet to the school room. By degrees, the results of these few experiments became known. Measures were taken to communicate them to the people, the majority of whom were still without any definite information on the subject. From this time, a course of action commenced in the townships which were favorably situated for trying the experiment, and has been followed up with increasing vigor ever since.

"But what particularly distinguishes the present state of education amongst us from that of former times, is the existence of so many free High Schools. Until quite recently such schools were found only in a few large towns. The idea of a free education did not generally extend beyond that given in the ordinary district schools. All higher education was supposed to be a privilege which each individual should purchase at his own expense. But at length the great idea of providing by law for the education of the people in a higher grade of public schools prevailed. The results have been most happy. High Schools have sprung up rapidly in all parts of the Commonwealth; and within the last six years, the number has increased from scarcely more than a dozen to about eighty.

"The effect of this change in the school system, of this higher order of schools, in developing the intellect of the Commonwealth, in opening channels of free communication between all the more flourishing towns of the State, and the colleges or schools of science, is just beginning to be observed. They discover the treasures of native intellect that lie hidden among the people; making men of superior minds conscious of their powers; bringing those who are by nature destined to public service, to institutions suited to foster their talents; giving a new impulse to the colleges, not only by swelling the number of their students, but by raising the standard of excellence in them, and finally, giving to the public, with all the advantages of education, men who otherwise might have remained in obscurity, or have acted their part struggling with embarrassments and difficulties."

Hon. GEO. S. BOUTWELL, the present Secretary of the Board of Education of Massachusetts, remarks in the *Twentieth Annual Report*: "In many districts, the number of pupils is too small to constitute a good school. This evil was fully discussed by Dr. Sears, in the Sixteenth Annual Report of the Secretary of the Board of Education. The evil, however, continues, without much alteration for the better; nor is there great hope of improvement while the present system remains. A district, however small it may be, is anxious to preserve its existence, and especially unwilling to be united with, or merged in a larger

one. As the district provides its own house, the town is comparatively without interest in the matter, and therefore is slow to exercise its power. Hence the district for generations is allowed to continue a small school, comparatively valueless under the most favorable circumstances, in charge, probably, of a cheap, and necessarily incompetent teacher, in a house entirely unfit for the custody, to say nothing of the education of children. Now transfer the support of the school-houses to the town, and at once a general interest takes the place of local custom or prejudice, and small schools are abolished as far as is consistent with the public convenience, and the erection of one suitable house is likely to be followed by a successful, because just, demand for equal accommodations for all."

A similar change from the old system to the new, is slowly progressing in Connecticut. Referring to an enactment authorizing and facilitating this change, the Superintendent, in a recent report, remarks: "Among the objects proposed to be accomplished by this act are, to simplify the machinery of the system, by committing to the hands of one board of school officers what is now divided between three; to equalize the advantages of the schools, by abolishing the present district lines, and placing all the schools under one Committee, thereby also facilitating the gradation of schools and the proper classification of scholars, and the establishment of schools of a higher grade in towns containing a sparse population, and substituting a simpler and more efficient organization."

Hon. CALES MILLS, when Superintendent of Public Instruction of Indiana, declared in his Report of 1855, that the township feature of the school law of that State was "one of the crowning excellences of the system." Hon. HENRY C. HICKOK, the Superintendent of Public Instruction of Pennsylvania, remarked to me in conversation, "The crowning glory of the Pennsylvania school system, in addition to its County Superintendency, is its new township plan of government, and the consequent avoidance of the ensmalling of districts."

As Indiana has faithfully tried both systems, and is a sister State of the great North-West, I shall freely cite the results of its Township experience, as contrasted with the old district plan:

"Under the old district system," says Hon. W. C. LARRABEE, in his report as Superintendent of Public Instruction in that State, in 1852, "heretofore in use in this State, and until lately in all the Eastern States, serious inconveniences, and sometimes insurmountable difficulties could but exist. I myself came near being wholly cheated out of an education by this most injudicious and iniquitous system. The township was

mapped off into districts by geographical lines. The district boundaries could not be passed. A family must send only to the school to which they might be geographically assigned, though a swamp or a river be in the way, though unluckily they might live on the very frontiers of the district, and there might be in another district a school-house provokingly near them.

"Under our present system these districts are utterly abolished. Each civil township forms a corporation for school purposes. The township Trustees are authorized and required 'to establish, and conveniently locate in the township a sufficient number of schools for the education of all the children therein.' Each family may send to any school in the township most convenient or agreeable. Whenever any person can be more conveniently accommodated at the school of some adjoining township, or even in an adjoining county, than in his own township or county, he is at liberty to make his own selection, and attend where he pleases.

"This repudiation of arbitrary district lines, and this liberty to the family of choosing a school according to its own convenience and pleasure, is one of the most admirable features of our system. It gives, wherever it has been put in practice, unbounded satisfaction. It only needs, in order to become universally popular, to be understood in its practical advantages. One of the committee who reported the law last winter, a gentleman, whose services and experience in the cause of education render his opinions of great weight, thus writes to me of the operation of this principle in his own county: 'The people express much satisfaction at the provision of the new law, which enables them to make their own selection of schools, unrestrained by geographical lines. A few days ago, I met a farmer, whose name had by accident been omitted in our enumeration. I requested him to give me the number of his children, which he said he would do, as it might be of some advantage to us, although it was of no use to him. I asked him, why? He said the school in his own district was so remote, and the road so difficult, that he had altogether given up sending his children. I told him that districts no longer existed, that he could send his children, without charge, to any public school he might select. On this his countenance directly brightened up. 'Well,' said he, 'there is sense in that. I shall send my children to-morrow.' Another venerable man, nearly seventy years old, as he was paying his tax yesterday to the Treasurer, said, 'I have been paying a heavy school tax for several years, and have derived no benefit therefrom.' I asked him, why? He answered, 'I reside in a remote part of the school district. It is utterly impracticable for me to send to our school-house.

There is a school-house in an adjoining township close at hand, but I have no right to its privileges.' I told him that senseless obstacle had been removed under our new system. He could now send to school, if more convenient, in an adjoining township, or even in an adjoining county. 'Well,' said he, 'I shall hereafter derive some benefit from the school system.' Wherever this principle is understood by the people, it is popular.'

"In such a territory as ours, in many parts nearly roadless, and intersected by bridgeless streams, and in some of the northern counties, obstructed in communication by impassible swamps, such a system is the only one promising any success. It is indeed strange, that the people have so long submitted to the district system, so replete with inequalities, injustice, and inconveniences, and so deficient in redeeming qualities. So true it is, that we often remain, for a long time, unaware of the serious inconvenience and injury we suffer from imperfections and abuses to which we are accustomed. But when the remedy is discovered, and the corrective applied, we wonder how we could so long overlook so simple a remedy for so serious evils."

"Indiana," says Mr. LARRABEE, in his report of 1853, "was the first State to abolish the old district system. But not the last. Ohio has followed in her footsteps. Massachusetts is preparing to follow, and in a few years the township system will be the rule, and the district system only the exception, in more than half the States of the Union. It is conceded on all hands, that this system will, in the end, when fully developed, work out the most favorable results. It is the only system by which we can make any tolerable approach to equality in educational advantages for all parts of the State."

"Unequal burdens and unequal privileges," says Hon. CALSB MILLS, of Indiana, in his report as Superintendent of Public Instruction in January, 1857, "in the same township, cease to vex and annoy. These sources of complaint and dissatisfaction will be dried up, and these inseparable concomitants of the district feature will be numbered among the things that were and are not. The superiority of the present over the former system, in the equity of its requisitions, is very striking and manifest. Under the former system, districts in the same township, having an equal number of children, and consequently needing school-houses of similar size and accommodations, would be very unequally taxed to erect these structures. The property in one district would not be assessed for this purpose more than fifteen cents on the hundred dollars, while the wealth in the other must respond to the demand of not less than three times that amount. Is that right, equitable, and in accordance with the principle that demands equality of assessment for gen-

eral interests and common benefits, in the same corporation? Should such a *gross inequality of burdens* be tolerated any longer? Should neighbors, living in daily intercourse with each other, be subject to such unrighteous levies? The present system protects us against all such inequitable assessments, and provides that each district shall have, at the common expense of the township, a comfortable, commodious and tasteful house, whose associations shall be pleasant and instructive. Such is the contrast, in reference to equality of burdens, presented by the past and present educational codes of Indiana.

"An *inequality of privilege*, equally gross and manifest, existed under the old district system, which disappears by the operation of the township principle. Districts of equal geographical area in the same corporation will often be exceedingly diverse in comparative population at different periods of their history. One may have twenty-five, another fifty, a third seventy-five, and a fourth one hundred pupils. On the district system, the educational funds were necessarily distributed on the *per capita* basis. These funds, converted into tuition, would be represented by one, two, three, or four month's instruction. Should friends, perhaps even brothers, living in the adjacent angles of the aforesaid districts, be subject to such an inequitable participation of a common patrimony? Should the children of these families be so unequally cared for by her who claims the name and assumes to be their educational foster-mother? Such palpable injustice was the inevitable result, the legitimate sequence of the district system. Weak districts seemed only the weaker by contrast with the adjacent strong ones. What could be more annoying to those thus situated in the same township, citizens of that miniature republic, where we first begin to govern ourselves politically, where are first awakened those official aspirations which extend, perhaps, through a series of coveted elevations till they culminate in the Presidency. It has existed, still exists, is deplored and lamented elsewhere. Our own experience attests the reality of the evil. Various prescriptions have been suggested for the disease, termed weak districts, by distinguished physicians, but the honor of discovering an effectual remedy for this wasting malady belongs to the Indiana faculty, who have nobly made it patent to the world. It is found in the 27th section of our revised School Law, and reads thus: 'The schools in each township shall be taught an equal length of time, without regard to the diversity in the number of pupils in the several schools.' It just meets the exigencies of the case, and will prove an effectual and permanent correction of the aforesaid evil. It is pre-eminently wise, just and honorable, for it secures an equitable participation of the

educational provisions furnished by the State, as completely as human wisdom and sagacity could devise. It involves no injustice in the operation, for the commonwealth, pledged by her fundamental law to educate all her youth, as a wise and judicious parent, provides for the training of the twenty-five of one district, and the seventy-five of another, during an equal period of time. If she can give them only six months tuition annually, none, enjoying that amount of instruction, are wronged, because others, numerically less, receive a similar favor. It is not *money* that the State proposes to give her youths. It is something better, more enduring, and pertaining to both worlds, mental and moral culture. This she designs to distribute equally, and, by the aforesaid provision, effects as nearly as human ingenuity will admit."

Hon. H. H. BARNEY, in his Report as Commissioner of the Common Schools of Ohio, in 1855, remarks of the School Law of that State of 1853, that it "constitutes each and every organized township in the State but one school district for all purposes connected with the general interests of education in the township, and confides its management and control to a Board of Education. The law also contains provisions for introducing a system of Graded Schools into every city, town, incorporated village and township in the State. In accordance with the same principles, and for the purpose of accomplishing the same beneficial object, the Legislature of Indiana, in 1852, enacted a School Law abolishing all the school districts, and declaring each civil township in the several counties a township for school purposes, and the Trustees for such township, Trustees for school purposes; and the Clerk and Treasurer, Clerk and Treasurer for school purposes; and that 'the Board of Trustees shall take charge of the educational affairs of the township, employ teachers, establish and conveniently locate a sufficient number of schools for the education of the children therein,' and that 'they may also establish Graded Schools, or such modifications of them as may be practicable.'

"Whatever diversity of opinion may exist among educationists, as to the best manner of constituting Township Boards of Education, there can be but one opinion as to the propriety of having a township school organization. Facts, experiments, the observations and opinions of those competent to judge, have fully settled this matter. It is not, however, so clearly determined whether the School Committees or Boards of Education of townships should consist of three or six persons; one-third to be elected, and the other third to go out of office annually; or whether they should be elected by the township at large, or by the sub-districts. Nor is the principle fully settled, whether

a township should be divided, for certain specific purposes, into sub-districts or not. But it is fully settled that if a township is thus divided, the lines of the sub-districts should not in the least interfere with the proper classification, gradation and supervision of its schools.

"It is thought by some that to provide the same amount of means and facilities for educating those who reside in the poorer and less populous portions of a township, as for those in the wealthier and more thickly settled portions, would deprive the latter of their rights; just as if the taxes for the support of schools were levied upon sub-districts, and not upon the State and townships.

"If all the property of the State and of the townships is taxed alike for the purposes of educating the youth of the State, there is no principle plainer than that all should share equally, so far as practicable, in the benefits of the fund thus raised, whether they reside in sparse or populous neighborhoods."

I trust I have adduced an array of facts, experiences, and authorities that are well calculated to carry great weight with them. Suppose, then, the County Superintendency, and County Examining Board, should be adopted, and the district system abolished, what would be the necessary Township school officers? A Town Superintendent, a Town School Treasurer, and a Town School Clerk, would be sufficient, and would form the Town Board of Education; at the first election, the Clerk to be chosen for one year, the Treasurer for two, and the Superintendent for three years, and thereafter each officer for three years, thus giving experience and stability to the Board. They should have the entire control of the school-houses, their sites, erection, repairs, supply of fuel, &c.; should personally attend the examinations of the County Examining Board in their town, and acquaint themselves with the scholastic fitness and qualifications of the several teachers who should obtain-certificates, so as to judge their respective adaptations to the several schools for which they would be employed, and to which assigned; and the Town Board should alone employ the teachers for all the schools of the town. They should also serve as overseers or inspectors of the schools, and unite with the County Superintendent in his visitations of the schools of the town; and have the control of the Township School Library. They should make the annual report of the statistics and condition of the schools of the town to the County Superintendent, and furnish any educational information desired of them by either the State or County Superintendent. Appeals from their action should be the privilege of any person or persons aggrieved, to the County Superintendent, if made within a reasonable time; and

also from the action or decision of the County Superintendent to the State Superintendent.

Such a system of Township school government, with the abrogation of the district system, would produce, among others, the following beneficial results, viz :

1. The provision of the Constitution of our State, which requires "the establishment of district schools as nearly uniform as practicable," would, by constituting the Township as the district, be more fairly carried out; and hence the State School Fund income would be much more equally distributed than it now is.

2. Taxation for school purposes would be better equalized, for, under the present district system, the people of some districts, owing to the smallness of both their numbers and taxable property, pay two or three times as much as their neighboring wealthier districts, and get no more—often much less in quantity and value, for it; and in joint districts, the several parts composing them, are, from the necessity of the case, very unequally taxed.

3. All the primary schools of the town would be held the same length of time, thus producing an equality of school privileges which does not, and cannot, exist under the old district plan; for instances are not wanting in our State, where a poor and weak district, with great difficulty, and heavy taxation, manages to maintain a three months' school, and that kept by a cheap and perhaps almost worthless teacher; while the adjoining wealthy district, with comparatively light taxation, easily sustains a ten months' school, with an able and successful teacher. This is exceedingly unequal, and bears heavily and unjustly upon the poor, and fails to carry out the heavenly injunction, "Bear ye one another's burdens."

4. By the Township plan, there would be a juster distribution and equalization of teachers, suitable to the several localities; and less of the favoritism practised, as under the present district system, in employing relatives to teach the schools—for in a Town Board of only three members, there would be less opportunity of practising it than by the present half a dozen to a dozen District Boards in the town.

5. There would be more uniformity and adaptation in school-houses; for they would be built economically, by the lowest and best bidder, and not, as is now too often the case, by one or more members of the District Board, on pretty much his or their own terms; and such localities as now neglect to provide good, comfortable school-houses, would have them provided for them, and the children of such stingy, miserly souls would no longer suffer for a suitable place in which to acquire an education, which would be worth vastly more to them than all the

wealth, without it, which their ignorant and niggardly parents could ever heap together.

6. It would not only be a far better, but a far cheaper system to maintain, lopping off the weak, inefficient and worthless schools, and dividing the larger and unwieldy ones; lessening the number of officers, as the Town Board of three officers would perform all the necessary school duties of the town, and do it cheaper and better than the half a dozen or more local Boards of at least six times as many officers; and instead of selecting eighteen or more persons in a township, as is now the case, for these local boards, the people would select three of the *very best and most efficient* for the Town Board. Here would be a great saving of expense, and the objects sought more equally obtained, better in quality, and far more useful to the people.

7. By abrogating the district and joint district system, we should be doing away at once with one of the most fruitful sources of troubles, wranglings, contentions, and petty jealousies, incident to the district system; and would, at the same time, put an end to that greatest bane of the system, the constant ensmalling of districts, to gratify whims and caprices, and oftentimes to adjust an angry controversy, thus steadily lessening the ability of such dismembered districts to either employ a good teacher, or maintain a school even the legal requirement of three months.

8. It would give to the people all over the State the perfect freedom, while taxed in their own town, to send their children to any public school, without regard to district, township, or county lines—thus, in the enlightened spirit of progressive legislation, doing away with an oppressive restriction already too long and too patiently borne by the people, and which has only been productive of inconvenience, injustice and inequality, and deprived many a worthy tax-paying family of invaluable school privileges.

9. And lastly, but not least in importance, while the primary schools generally cannot well be graded, and but little effected in the way of properly classifying the pupils, yet under the Township system, each town containing a specific number of inhabitants, or a certain amount of taxable property, or both, could have its Central Graded High School, free to all of a certain age, say between ten or twelve and twenty years of age—this Central School to be kept in session at least ten months in each year. With such a Graded School in each town, for the more advanced youth, the accruing benefits would be of so decided and general a character, that the plan could not but meet with the most universal favor.

GRADED SCHOOLS.

So important do I regard a Central Graded High School for each town in Wisconsin, that I shall venture to cite a few experienced authorities upon their necessity and value:

"In the Fourteenth Report," says Dr. SEARS, Secretary of the Massachusetts Board of Education, "I have endeavored to show how difficult it is, even for a good teacher, to give a thorough and systematic course of instruction in a school made up of scholars of every diversity of age and attainment. / In a mixed district school, the classification of the pupils is necessarily imperfect, and the number of classes must be altogether too great for thorough instruction by one teacher. During the past year, teachers have been found in some of our public schools having at the rate of thirty-six recitations a day. In graduated schools, a few large classes may be formed, to pursue all their studies together, and the teacher having no others under his charge, will have a much greater amount of time for each. But where nothing of this simplicity and order exists, and teachers are changed, or liable to be changed, every term, the best methods of instruction are of but little avail; for they could not be successfully introduced, even if a good teacher were employed. There is not time enough in the daily exercises for thoroughly teaching each class, nor is the ordinary term of service long enough to lay the foundations of knowledge, and to rear a fabric which shall prove the hand of a master. The teacher feeling compelled to win a reputation, and secure the good opinion of his employers before the term expires, or is even far advanced, seeks to create a sensation, and adopts methods which the character and organization of the school will best allow, and which, at the same time, will make the speediest show of progress. Only in this way can he hope to be re-appointed, or to be recommended to another school. Thus the district system tends to check that improvement in modes of teaching which it is the object of the State to promote.

"Let it not be supposed that these evils, resulting from the district organization, can be remedied by grading the schools of the several districts. There are but few districts that admit of different grades of schools. Large and compact districts are usually divided into two, after which they cannot be associated together for the classification of their schools. A district may be too large for one school, and not large enough for two. Two adjoining districts may both be in this condition, and yet the line which divides them will effectually prevent any mutual arrangement for the accommodation of both. It is an iron system, that admits of no yielding to circumstances, whereas its

opposite is like vulcanized India rubber, which may adjust itself to ever varying circumstances, by contraction or expansion. If the impassible boundaries of districts did not preclude the enlargement or curtailment of the schools of a town, it would be easy, in most cases, to organize them in such a manner as to equalize the number of children in each school, and to distribute them according to their ages and attainments. But now it is exactly as if a tailor, instead of having whole pieces of cloth from which to cut his garments, had nothing but remnants, sometimes too large, and sometimes too small, and rarely or never exactly fitted for his purpose. Suppose the different wards of our cities were to constitute so many school districts, each having its own schools, is it not evident that more schools and more school-houses would be necessary than upon the present plan? There would be a liability in each ward to have a remnant for which no provision could be made without over-crowding the schools, or establishing smaller ones at a disproportionate expense. In the rural towns, it often happens that parts of three or four districts need be taken off and united to form one new school. All such changes in districted towns are effected only after long delays, and with infinite trouble; and even then they are not accommodated to graded schools, as they result in simply adding one to the number of the same kind of districts. If the districts were abolished, the School Committee could, from time to time, according to circumstances, unite small schools and divide large ones, and adapt them to the wants of the pupils, and then adapt the teacher to both.

"The resort to union [or joint] districts is a poor relief from these embarrassments. However urgent the necessity which leads to it, the arrangement is an inadequate one, and the operation of it exceedingly inconvenient. The best union district is that in which all the districts of the town are united into one. Then there is an effectual relief from one class of difficulties without plunging into another. In general, union districts are a perpetual source of trouble and of contention. They make confusion worse confounded. The two districts remaining distinct for certain purposes, while they are united for others, add to the complexity of the system, not merely by adding one to the number of incorporated districts, but by introducing a joint jurisdiction. The points on which differences may arise are multiplied. The choice of a site for the union school, the dimensions, style, and expense of building, and the appointment of the teacher, are matters in regard to which each party will be likely to have its own preferences. When we consider that neighborhood feuds and district jealousies are the vultures that most frequently gnaw at the vitals of our rural schools, it will

not appear unimportant to remove the decision of controverted points as far as possible from the contending parties.

"Such is the difficulty of providing for the suitable education of the young in the common district school, and such the necessity of establishing schools of a different order. The fact that the district schools, without any of the advantages of gradation, once answered their purpose very well, does not prove that we need nothing better now. The application of science to the arts, now so universal, the connection of business of all kinds with the progress of knowledge, and the opening of a much wider sphere of thought than existed formerly, to all the people, by means of the easy and rapid communication now existing between different parts of the world, thus taking away the provincial life of the people, and rendering it cosmopolitan, demand an increased amount of knowledge, in order to a corresponding respectability and usefulness. Furthermore, such is the eagerness with which young men rush into business, that their school education is closed at a much earlier period than was that of their fathers. It, therefore, becomes doubly necessary to organize the public schools in such a way as to prevent the loss of any time or labor, and to adopt methods of instruction which produce the greatest amount of solid education in a given time."

("To enable children," says Hon. HENRY BARNARD, "to derive the highest degree of benefit from their attendance at school, they should go through a regular course of training in a succession of classes, and schools arranged according to similarity of age, standing, and attainments, under teachers possessing the qualifications best adapted to each grade of school.) The practice has been almost universal in New England, and in other States where the organization of the schools is based upon the division of the territory into school districts, to provide but one school for as many children of both sexes, and of all ages from four to sixteen years, as can be gathered in from certain territorial limits, into one apartment, under one teacher; a female teacher in summer, and a male teacher in winter. The disadvantages of this practice, both to pupils and teachers, are great and manifold.

("There is a large amount of physical suffering and discomfort, as well as great hindrances in the proper arrangement of scholars and classes, caused by crowding the older and younger pupils into the same school-room, without seats and furniture appropriate to either; and the greatest amount of suffering and discomfort falls upon the young, who are least able to bear it, and who, in consequence, acquire a distaste to study and the school-room.)

"The work of education going on in such schools, cannot be

appropriate and progressive. There cannot be a regular course of discipline and instruction, adapted to the age and proficiency of pupils—a series of processes, each adapted to certain periods in the development of mind and character, the first intended to be followed by a second, and the second by a third,—the latter always depending on the earlier, and all intended to be conducted on the same general principles, and by methods varying with the work to be done, and the progress already made.

“With the older and younger pupils in the same room, there cannot be a system of discipline which shall be equally well adapted to both classes. If it secures the cheerful obedience and subordination of the older, it will press with unwise severity upon the younger pupils. If it be adapted to the physical wants, and peculiar temperaments of the young, it will endanger the good order and habits of study of the more advanced pupils, by the frequent change of posture and position, and other indulgences which it permits and requires of the former.

“With studies ranging from the alphabet and the simplest rudiments of knowledge, to the higher branches of an English education, a variety of methods of instruction and illustration are called for, which are seldom found together, or in an equal degree, in the same teacher, and which can never be pursued with equal success in the same school-room. The elementary principles of knowledge, to be made intelligible and interesting to the young, must be presented by a large use of the oral and simultaneous methods. The higher branches, especially all mathematical subjects, require patient application and habits of abstraction, on the part of the older pupils, which can with difficulty, if at all, be attained by many pupils, amid a multiplicity of distracting exercises, movements and sounds. The recitations of this class of pupils, to be profitable and satisfactory, must be conducted in a manner which requires time, discussion and explanation, and the undivided attention both of pupils and teachers.

“From the number of class and individual recitations, to be attended to during each half day, these exercises are brief, hurried, and of little practical value. They consist, for the most part, of senseless repetitions of the words of a book. Instead of being the time and place where the real business of teaching is done, where the plough-share of interrogation is driven down into the acquirements of each pupil, and his ability to comprehend clearly, remember accurately, discriminate wisely, and reason closely, is cultivated and tested,—where the difficult principles of each lesson are developed and illustrated, and additional information imparted, and the mind of the teacher brought in direct contract with the mind of each pupil,

to arouse, interest, and direct its opening powers—instead of all this and more, the brief period passed in recitation, consists, on the part of the teacher, of hearing each individual and class, in regular order and quick succession, repeat words from a book; and on the part of the pupils, of *saying their lessons*, as the operation is significantly described by most teachers, when they summon the class to the stand. In the mean time the order of the school must be maintained, and the general business must be going forward. Little children without any authorized employment for their eyes and hands, and ever active curiosity, must be made to sit still, while every muscle is aching from suppressed activity; pens must be mended, copies set, arithmetical difficulties solved, excuses for tardiness or absence received, questions answered, whisperings allowed or suppressed, and more or less of extempore discipline administered. Were it not a most ruinous waste of precious time,—did it not involve the deadening, crushing, distorting, dwarfing of immortal faculties and noble sensibilities,—were it not an utter perversion of the noble objects for which schools are instituted, it would be difficult to conceive of a more diverting farce than an ordinary session of a large public school, whose chaotic and discordant elements have not been reduced to system by a proper classification. The teacher, at least the conscientious teacher, thinks it any thing but a farce to him. Compelled to hurry from one study to another, the most diverse,—from one class to another, requiring a knowledge of methods altogether distinct,—from one recitation to another, equally brief and unsatisfactory, one requiring a liveliness of manner, which he does not feel and cannot assume, and the other closeness of attention and abstraction of thought, which he cannot give amid the multiplicity and variety of cares,—from one case of discipline to another, pressing on him at the same time,—he goes through the same circuit day after day, with a dizzy brain and aching heart, and brings his school to a close with a feeling, that with all his diligence and fidelity, he has accomplished but little good.

“But great as are the evils of a want of proper classification of schools, arising from the causes already specified, these evils are aggravated by the almost universal practice of employing one teacher in summer, and another in winter, and different teachers each successive summer and winter. Whatever progress one teacher may make in bringing order out of the chaotic elements of a large public school, is arrested by the termination of his school term. His experience is not available to his successor, who does not come into the school until after an interval of weeks or months, and, in the meantime, the former teacher has left the town or State. The new teacher is a stranger to

the children and their parents, is unacquainted with the system pursued by his predecessor, and has himself but little or no experience in the business; in consequence, chaos comes back again, and the confusion is still worse confounded by the introduction of new books, for every teacher prefers to teach from the books in which he studied, or which he has been accustomed to teach, and many teachers cannot teach profitably from any other. Weeks are thus passed, in which the school is going through the process of organization, and the pupils are becoming accustomed to the methods and requirements of a new teacher—some of them are put back, or made to retrace their studies in new books, while others are pushed forward into studies for which they are not prepared; and at the end of three or four months, the school relapses into chaos. There is constant change, but no progress.

"This want of system, and this succession of new teachers, goes on from term to term, and year to year—a process which would involve any other interest in speedy and utter ruin, where there was not provision made for fresh material to be experimented upon, and counteracting influences at work to restore, or at least obviate the injury done. What other business of society could escape utter wreck, if conducted with such a want of system,—with such constant disregard of the fundamental principle of the division of labor, and with a succession of new agents every three months, none of them trained to the details of the business, each new agent acting without any knowledge of the plan of his predecessor, or any well settled plan of his own! The public school is not an anomaly, an exception, among the great interests of society. Its success or failure depends on the existence or absence of certain conditions; and if complete failure does not follow the utter neglect of these conditions, it is because every term brings into the schools a fresh supply of children to be experimented upon, and sweeps away others beyond the reach of bad school instruction and discipline; and because the minds of some of these children are, for a portion of each day, left to the action of their own inherent forces, and the more kindly influences of nature, the family and society.

"Among these conditions of success in the operation of a system of public schools, is such a classification of the scholars as shall bring a larger number of similar age and attainments, at all times, and in every stage of advancement, under teachers of the right qualifications, and shall enable these teachers to act upon numbers at once, for years in succession, and carry them all forward effectually together, in a regular course of instruction.

"The great principle to be regarded in the classification, either of the schools of a town or district, or of scholars in the same school, is equality of attainments, which will generally include those of the same age. Those who have gone over substantially the same ground, or reached, or nearly reached, the same point of attainment in several studies, should be put together, and constitute, whenever their numbers will authorize it, one school. These again should be arranged in different classes, for it is seldom practicable, even if it were ever desirable, to have but one class in every study in the same grade of school. Even in very large districts, where the scholars are promoted from a school of a lower grade to one of a higher, after being found qualified in certain studies, it is seldom that any considerable number will have reached a common standard of scholarship in all their studies. The same pupil will have made very different progress in different branches. He will stand higher in one, and lower in another. By arranging scholars of the same general division in different classes, no pupil need be detained by companions who have made, or can make less progress, or be hurried over lessons and subjects in a superficial manner, to accommodate the more rapid advancement of others. Although equality of attainment should be regarded as the general principle, some regard should be paid to age; and other circumstances. A large boy of sixteen, from the deficiency of his early education, which may be his misfortune and not his fault, ought not to be put into a school or class of little children, although their attainments may be in advance of his. This step would mortify and discourage him. In such extreme cases, that arrangement will be best, which will give the individual the greatest chance of improvement, with the least discomfort to himself, and hindrance to others. Great disparity of age in the same class, or the same school, is unfavorable to uniform and efficient discipline, and the adaptation of methods of teaching, and of motives to application and obedience. Some regard, too, should be had to the preferences of individuals, especially among the older pupils, and their probable destination in life. The mind comes into the requisitions of study more readily, and works with higher results, when led onward by the heart; and the utility of any branch of study, its relations to future success in life, once clearly apprehended, becomes a powerful motive to effort.

"Each class in a school should be as large as is consistent with thoroughness and minuteness of individual examination, and practicable, without bringing together individuals of diverse capacity, knowledge and habits of study. A good teacher can teach a class of forty with as much ease as a class of ten, and

with far more profit to each individual, than if the same amount of time was divided up among four classes, each containing one-fourth of the whole number. When the class is large, there is a spirit, a glow, a struggle which can never be infused or called forth in a small class. Whatever time is spent upon a few, which could have been as profitably spent on a larger number, is a loss of power and time to the extent of the number who were not thus benefited. The recitations of a large class must be more varied, both as to order and methods, so as to reach those whose attention would wander if not under the pressure of constant excitement, or might become slothful from inaction or a sense of security. Some studies will admit of a larger number in a class than others.

"The number of classes for recitation in the same apartment, by one teacher, should be small. This will facilitate the proper division of labor in instruction, and allow more time for each class. The teacher intrusted with the care of but few studies, and few recitations, can have no excuse but indolence, or the want of capacity, if he does not master these branches thoroughly, and soon acquire the most skillful and varied methods of teaching them. His attention will not be distracted by a multiplicity and variety of cares, pressing upon him at the same time. This principle does not require that every school should be small, but that each teacher should have a small number of studies and classes to superintend.

"In a large school, properly classified, a division of labor can be introduced in the department of government, as well as in that of instruction. By assigning the different studies to a sufficient number of assistants, in separate class-rooms, each well qualified to teach the branches assigned, the principal teacher may be selected with special reference to his ability in arranging the studies, and order of exercises of the school, in administering the discipline, in adapting moral instruction to individual scholars, and superintending the operations of each class-room, so as to secure the harmonious action and progress of every department. The talents and tact required for these and similar duties, are more rarely found than the skill and attainments required to teach successfully a particular study. When found, the influence of such a principal, possessing in a high degree, the executive talent spoken of, will be felt through every class, and by every subordinate teacher, giving tone and efficiency to the whole school."

To facilitate the introduction of these, and similar principles of classification, into the organization and arrangements of the schools of a town, as fast and as far as the circumstances of the population will admit, Mr. Barnard suggests that the following, among other provisions, should be engrafted into the school sys-

tem of every State, viz: That "every town should be clothed with all the powers requisite to establish and maintain a sufficient number of schools of different grades, at convenient locations, to accommodate all the children residing within their respective limits—irrespective of any territorial division of the town into school districts."

"It seems not unconnected with this subject," says HORACE MANN, "to inquire, whether in many places out of our cities a plan may not be adopted to give greater efficiency to the means now devoted to common school education. The population of many towns is so situated as conveniently to allow a gradation of schools. For children under the age of eight or ten years, about a mile seems a proper limit, beyond which they should not be required to travel to school. On this supposition, one house, as centrally situated as circumstances will permit, would accommodate the population upon the territory of four square miles, or, which is the same thing, two miles square. But a child above that age can go two miles to school, or even rather more, without serious inconvenience. There are many persons whose experience attests, that they never enjoyed better health, or made greater progress, than when they went two miles and a half, or three miles, daily, to school. Supposing, however, the most remote scholars to live only at about the distance of two miles from the school, one house will then accommodate all the older children upon a territory of sixteen square miles, or four miles square. Under such an arrangement, while there were four schools in a territory of four miles square, i. e., sixteen square miles, for the younger children, there would be one Central School for the older. Suppose there is \$600 to be divided amongst the inhabitants of this territory of sixteen square miles, or \$150 for each of the four districts. Suppose, farther, that the average wages for the male teachers is \$25, and for female \$12 50 per month. If, according to the present system, four male teachers are employed for the winter term, and four female for the summer, each of the summer and winter schools may be kept four months. The money would then be exhausted; i. e., four months summer school at \$12 50=\$50, and four months winter, at \$25=\$100; both=\$150. But according to the plan suggested, the same money would pay for six months summer school instead of four, in each of the four districts, and for a male teacher's school eight months, at \$35 a month, instead of four at \$25 a month, and would then leave \$20 in the treasury.

"By this plan, the great superiority of female over male training for children under eight, ten or twelve years of age, would be secured; the larger scholars would be separated from the smaller, and thus the great diversity of studies and of classes in

the same school, which now crumbles the teacher's time into dust, would be avoided ; the female schools would be lengthened one half ; and the length of male schools would be doubled, and for the increased compensation, a teacher of four-fold qualifications could be employed. * * * We have not yet brought the power of united action to bear with half its force upon the end or the means of education. I think it will yet be found more emphatically true in this department of human action, than in any other, that adding individual means multiplies social power."

"By the establishment in each society," says Mr. BARNARD, "of one Central School, or one or more union schools, for the older children, and more advanced studies, the district school will be relieved of at least one half the number of classes and studies, and the objections to the employment of female teachers in the winter, on account of their alleged inability to govern and instruct the older boys, will be removed. As the compensation of female teachers is less than one half that paid to males, every instance of the employment of a female teacher in place of a male teacher in the district school, will save one half of the wages paid to the latter, which can be expended in increasing, partly the wages of the former, and partly the wages of the male teacher in the Union or Central School. It will be found that the same amount of money now expended in three districts, on three female teachers in summer, and three male teachers in winter, will employ three female teachers for the whole length of the summer and winter school, and one male teacher for the winter, at an advance of one third or one half of the average rate of wages paid to each.

"This arrangement will thus lead to the more permanent employment of a larger number of female teachers, at an advanced compensation, thus holding out an additional inducement to females of the right character and qualifications, to teach in the district school. It will also reduce the demand for male teachers, except of the highest order of qualifications, and increase the wages of those who are employed. In both ways it will diminish the expense, the loss of time, and other evils of a constant change of teachers in the same school, and give permanence and character to the profession of the teacher. It will enable the teachers of the several schools to introduce studies, discipline and instruction appropriate to each. In the district primary school, the younger children need no longer be subjected to the discomforts and neglects which they now experience, or primary studies be crowded one side, to make room for the higher branches. In the Union or Central School, the scholars, coming, as they would, from the primary school, well

grounded in the fundamental branches, will be prepared to enter profitably upon studies which are now pursued to advantage only in Academies and other private schools of a similar grade. Thus, all that is now accomplished in the district school, will be better done, the course of study very much extended, and the advantages of a more thorough and complete education be more widely diffused."

A GRADED SYSTEM FROM THE PRIMARY SCHOOL TO THE UNIVERSITY.

If it should be found impracticable for each town to maintain a Central School, whose highest department should be able to fit youths to enter our Colleges and Universities, then a County High School should be provided for that purpose; and in both the Town Central School, and the County High School, tuition should be equally free as in the primary schools, and provision should be made for their sharing in the School Fund apportionment. Then we should have a complete public educational system, graded from the primary school to the State University—in which, too, at the earliest possible period, instruction should also be made entirely free. By such a graded system, Academies and private schools would necessarily be supplanted by cheaper and better educational institutions; and they ought to be, as from their very nature, the poor would necessarily be excluded from their privileges and benefits—for we do not often find such a friend of his race as J. L. PICKARD, of the Plattville Academy, who has generously educated, free of charge, many a poor youth thirsting after knowledge. With such a system, we should soon find not only our State University, but all our other Colleges and Universities, filled to overflowing with the noble-hearted, ambitious youths of Wisconsin, earnestly seeking the highest intellectual attainments within their reach, preparatory to entering upon the largest sphere of human usefulness.

STATE SCHOLARSHIPS.

In 1853, the Legislature of Massachusetts passed a law providing for forty-eight State scholarships—each of these scholars properly prepared to enter college, and having undergone a thorough examination, is selected by the State Board of Education, and is entitled from the State to \$100 per year for his four years collegiate course in any college within the State he may select for the purpose. Twelve are chosen annually from districts in their proper order; and so, in the course of four years, the full complement is made up; and ever after, as twelve grad-

nate yearly, that number must be annually chosen to supply the vacancies. At the close of each year, each of these State scholars, before being able to draw his hundred dollars, must produce a certificate from the President of the college he is attending, to the effect that he ranks, in point of scholarship, with the first half of students of the institution; and failing in this, his scholarship is declared vacated, and is filled by the appointment of some one prepared to enter the same class left vacant, so as to keep up the regular number of annual graduates. Preference in the selection is given to those most meritorious and most needy.

"Sufficient time has not elapsed," says the Report of the State Board of Education of 1856, "to justify an opinion of the merits of this measure, based upon experience; yet every circumstance known to the Board of Education leads to the conclusion that the expectations of the State will be fully realized. The specific object of the Act is to furnish competent teachers for the High Schools; and there has never been a time when the demand for such teachers was greater. There are probably one hundred High Schools in Massachusetts, and the number of towns required by law to maintain such schools is annually increasing. These schools ought all to be supplied with well educated, thorough teachers. In addition to this manifest want of our own, there is a constant, and in some cases, pressing demand, for teachers of different grades to go into other States. This demand has in a few instances borne hard upon our own schools. It is not, of course, the primary object of our system to furnish teachers for other States, nor does it seem to be wise to attempt any restriction. It is no trifling compliment to our system of public instruction, that it furnishes teachers whose services are desired by the citizens and governments of other States."

Something of the kind, I venture to suggest, would prove exceedingly useful and desirable in our State. It would stimulate the youth in our primary and higher schools to noble emulation. The State scholarship, while it would assist and encourage many a poor young man to pursue a thorough collegiate course, should yet be regarded as a reward of the highest merit. Let there be established one hundred State scholarships, one for each Assembly district, and the remainder to be chosen from the State at large—twenty-five to be appointed annually, by the State Board of Education, upon recommendation of the County Superintendents, or other proper persons, after due examination, and thorough preparation to enter college; and for a period of four years, if a certain required scholarship be maintained, in the State University, or other regular College or

University in the State, each State scholar to receive from the State fifty dollars annually, on condition that he pledge himself to engage in the business of teaching, within the State, for a term of time equal to that for which he shall have received such bounty; and if he shall fail so to teach, if in competent health, he shall refund the money so received from the State, or render himself liable to an action at law for its recovery.

This would require the sum of \$5,000 annually, and, I doubt not, its appropriation in this direction, would prove a powerful stimulus to the youth of the State to seek these State scholarships, and would eventually secure a noble annual addition to the number of highly qualified teachers for our High, Central and Normal Schools. Every such encouragement on the part of the State, would tend to elevate the standard of Common School education among us, foster and encourage our Universities and Colleges, and provide for our future wants, a class of superior instructors for our higher graded schools.

TOWN SUPERINTENDENTS.

The frequent incapacity of Town Superintendents to properly examine and determine the qualifications of candidates for teachers' certificates, has been already referred to; and a County Examining Board of three persons, composed of the County Superintendent, and two practical teachers, has been suggested as, in my opinion, the best remedy for this great evil. Could this, or some similar change be adopted, a multitude of evils would at once be obviated. But if such change be deemed impracticable or premature, I would suggest that for the purpose of examining teachers and granting certificates, that two practical teachers in each town be recommended by the teachers of such town to the Town Board of Supervisors for their approval and appointment, to be associated with the Town Superintendent for the purpose of examining and granting certificates to qualified candidates for the teacher's profession. While I should regard this as a step in an improved direction, I should still look upon it as infinitely inferior to an able County Examining Board who would make thorough and impartial work of their examinations, and grade the certificates according to merit.

If neither a County nor Town Examining Board be provided, then some legislation will be needed with reference to the removal of a Town Superintendent for refusal or neglect to perform his duties. When a member of the District Board refuses to perform his duty, or declines to obey a decision of the State Superintendent, his office is declared vacant, and filled accord-

ingly. But a Town Superintendent may—as has actually been done—refuse, out of mere spite, to examine a candidate for a teacher's certificate, to whom he has two or three times previously granted a certificate, whose moral character is good, and whose services as teacher are greatly desired by his district; and though the aggrieved party appeals to the State Superintendent, and the latter should decide against the action of the Town Superintendent as unjust and arbitrary, yet I know of no way of enforcing such decision—no way of declaring the office vacant. It is true, the Town Board of Supervisors have power to make a temporary appointment whenever a Town Superintendent “may be *unable*” to perform the duties of his office; but there is, so far as I know, no power to remove for unwillingness or refusal to perform those duties. As the law now is, the State Superintendent's decision may be mocked at, a petty tyranny exercised over a worthy citizen, and the reasonable wishes of a whole district oppressively denied, and all without a remedy. Such power is not in accordance with the genius of our free institutions—equal and exact justice to all, and a remedy for every wrong.

CHANGE OF TIME FOR MAKING REPORTS.

Section sixth of the School Law passed the last night of the last session of the Legislature contained, when published, some unaccountable blunders and incongruities which the authors of the law never designed. It was intended to specify the time for the District Clerks to make their annual reports *not* between the first and fifteenth days of July, in each year, and bearing date the first of July, but between the *first and tenth days of September*, bearing date the *first of September*—thus making the school year close, as formerly, the 31st of August. This arrangement of dates best corresponds with the time now designated by law for the Town Superintendent to make his report, which is between the *fifteenth and twenty-fifth days of September*; the Clerks of the Boards of Supervisors to make theirs on or before the *tenth day of October*, and the State Superintendent on or before the *tenth day of December*.

If the school year were to close the 30th of June, as the law now erroneously provides, it would prove a serious hardship upon such districts as are unable to maintain a winter school, and depend upon the summer for their three months' school. It leaves a long and unnecessary gap between the 15th of July and 25th of September in which for the Town Superintendent to make his report, when ten days would be sufficient, and was so

intended. In view of the difficulties which the law, in this particular, if enforced, would involve the districts, I directed the District Clerks, with the approval of the Governor, to make their reports the past year between the first and tenth days of September, bearing date the first of that month, and they accordingly did so. If the present district system is adhered to, it will be necessary to remedy the defects in the law here pointed out.

STATE TEACHERS' ASSOCIATION.

The annual meeting of this body of educational laborers is subserving a very useful and important purpose both to themselves and the people. If there could be an auxiliary Association formed in every county in the State, to report to the State Association; and the full proceedings of the latter, including such essays of merit as are read before it, together with an abstract of the reports of the County Associations, be reported to the Legislature for publication, or to the State Board of Education, or State Superintendent, to be appended to the Annual Report of the latter, if deemed worthy of it,—if this could be done, much additional information of a useful and interesting character would be disseminated among the teachers themselves, and spread before the people, upon the subject of the teachers' vocation, labors and usefulness. The State of Massachusetts provides for the annual publication of the proceedings of the Teachers' Association of that State. Our *State Journal of Education*, with the variety of matter it is expected to furnish, and the space accorded to the State Superintendent for notices, opinions and decisions, has not sufficient room for the publication of the proceedings, essays and reports of the State Teachers' Association; and to be published in an embodied form as a State document, would give to it a far wider range of circulation and usefulness, and at a cost comparatively trifling.

PUBLIC SCHOOL ASSOCIATIONS.

At the instance of D. Y. KILGORE, Esq., City Superintendent of the public schools of Madison, there has been organized in this city a *Public School Association*, comprising the patrons and friends of the public schools. The officers consist of a President, two Vice Presidents, a Secretary, a Reader, and an Executive Committee of five persons. A weekly meeting is held, each Saturday evening, with the following order of exercises: 1st, reading the minutes of the last meeting; 2d, reports of com-

mittees; 3d, report of the Superintendent; 4th, lecture, or discussion, or both; 5th, reading communications and selections; and 6th, miscellaneous business.

The object of the Association is to create a greater interest in the minds of parents with regard to the education of their children at the public school, and to awaken a spirit in the minds of the people which should, to some extent, appreciate the labors of the teachers, and co-operate with them in securing that intellectual training which would result in the highest good to all concerned. It was rightly judged, that by bringing the schools as much as possible under the supervision of parents, and the patrons and teachers into a more intimate relation, offering frequent opportunities of friendly interchange of opinion, advantages of a practical character would result to the children profitable alike at school and at home.

The results have, thus far, been in the highest degree satisfactory. Several lectures have been delivered, and the discussions of educational questions have elicited an interest amounting almost to enthusiasm. Committees have been appointed each week to visit the several schools of the city, and report the result to the Association. Thus is increased attention paid to the public schools, and both teachers and pupils encouraged. Instead of becoming eloquent with indignation over some fancied or exaggerated grievance, parents are more inclined to sympathize with the teacher in his difficult, pains-taking and responsible labors, and contribute what they can to lighten his burdens and increase his joys—for the public appreciation of his labors, is to the earnest, faithful teacher his “exceeding great reward.” Judging the future of this new organization by the past, we may confidently expect that it will become a fixture in our educational system, destined to confer mutual benefits and lasting blessings upon both schools and families.

I would earnestly recommend the organization of a similar Association in every city and township in the State. We need by every possible means in our power to encourage the public teacher, and elevate the standard of public education. The common school—the *free* school, is the hope of the State. “Like the dew of heaven,” says President LORIN ANDREWS, of Ohio, “it distils alike its blessings upon the poor and the rich. It practically carries out those glorious principles of *Liberty* and *Equality* of which we so much boast. Every child in this broad land has a God-given right to claim from the powers that be, *moral* and *intellectual*, as well as physical development. We imprison in the deepest, darkest dungeon the wretch who has brutally crippled his child or ward; but we inconsistently

permit thousands of our *respectable* citizens to cripple and starve, with impunity, the deathless energies of the minds of our children, and wantonly to deface the image of God from their souls. The *free* school, and the *free school alone*, affords to *every* child the privileges of intellectual and moral culture, and hence in principle, and practice too, it is right."

EDUCATIONAL TRACTS.

Several of the States have made appropriations for the wide dissemination of ably written tracts upon educational topics of great public importance. These tracts are designed to contain a brief, yet strong, pointed, condensed argument, and generally limited to eight pages, and never exceeding sixteen pages. The type-setting, therefore, costs comparatively nothing—the cost being almost exclusively confined to paper, press-work, and folding, no stitching being necessary. As many as *thirty thousand* copies of an eight page tract have been furnished in the Eastern States for the small sum of two hundred dollars. Tracts like that of Charles Northend's *Teacher's Appeal to the Parents of his Pupils*, on Graded Schools, School Libraries, Consolidation of School Districts, Improved Qualifications in Teachers, Superiority of Female over Male Teachers for Primary Schools, on School Visitation, Education in its relations to Health, Insanity, Labor, Pauperism and Crime, on Vocal Music in Schools, Normal Schools and Teachers' Institutes, and many subjects of this kind, could be tersely and pointedly presented in a small tract—a large edition published, scattered over the State through the medium of Teachers' Conventions and Institutes, and other modes of distribution, that would enter many families destitute of such information, and give a new direction to the future career of many a parent and his children, and accomplish a vast amount of good. So important did Mr. Barnard, when Commissioner of Common Schools of Rhode Island, deem this mode of reaching the mass of the people, that he caused upwards of ten thousand copies of Educational Tracts to be stitched to the Almanacs circulated in that State, which were sold during the winter of 1844-'45, and thus they found access to many a family they would otherwise never have reached.

In the Report of the Superintendent of Common Schools of the State of Maine, last year, it is thus observed: "It is the testimony of other States, that a free circulation of Educational Tracts has prepared the public mind for some of the most decisive and beneficent measures in behalf of popular education." While the Press is universally conceded to be the mighty lever

which moves the world, we should make a wise use of its influence in awakening our people to the never-ceasing necessity of public education, and the best methods for its advancement. I respectfully submit, whether it would not be true policy to authorize the Superintendent of Public Instruction, under the advice of the State Board of Education, if one be formed, to cause the publication through the State Printer, of one or more Educational Tracts annually, not exceeding sixteen pages each, in such quantity as he may judge necessary.

SCHOOL ARCHITECTURE.

This subject has been already casually adverted to; but such is its conceded importance, that further reference to it seems necessary. "The subject," says Mr. BARNARD, in the preface to his valuable work on *School Architecture*, "was forced on the attention of the author, in the very outset of his labors in the field of public education. Go where he would, in city or country, he encountered the district school-house standing in disgraceful contrast with every other structure designed for public or domestic use. Its location, construction, furniture and arrangements, seemed intended to hinder, and not promote, to defeat and not perfect the work, which was to be carried on within and without its walls. The attention of parents and school officers was early and earnestly called to the close connection between a good school-house and a good school, and to the great principle that, to make an edifice good for school purposes, it should be built for children at school and their teachers; for children differing in age, sex, size and studies, and, therefore, requiring different accommodations; for children engaged sometimes in study, and sometimes in recreation; for children, whose health and success in study require that they should be every day, and frequently, in the open air, for exercise and recreation, and at all times supplied with pure air to breathe; for children, who are to occupy it in the hot days of summer, and the cold days of winter, and to occupy it for periods of time in different parts of the day, in positions which become wearisome, if the seats are not in all respects comfortable, and which may affect symmetry of form and length of life, if the construction and relative heights of the seats and desks which they occupy are not properly attended to; for children, whose manners and morals, whose habits of order, cleanliness and punctuality, whose temper, love of study and of the school, are, in no inconsiderable degree, affected by the attractive or repulsive location and appearance, the out-door arrangements, and the internal construction of the place where they spend, or

should spend, a large part of the most impressible period of their lives. This place, too, it should be borne in mind, is to be occupied by a teacher, whose own health and daily happiness are affected by most of the various circumstances above alluded to, and whose best plans of order, classification, discipline and recitation may be utterly baffled, or greatly promoted, by the manner in which the school-house may be located, lighted, warmed, ventilated and seated."

"If any one doubts," says Hon. H. H. BARNEY, in his Report as Commissioner of Common Schools of Ohio in 1855, "the intimate connection between good school-houses and good schools, let him consider how difficult it generally is to induce a good teacher to go into a district where the school-house is too small, badly constructed, improperly seated, unpleasantly located, without the requisite means of ventilation, destitute of play grounds and out-buildings; and, more important still, how difficult it is to secure regularity of attendance, and render the school attractive. If he still doubts the indispensable agency of good school-houses in creating good schools, let him, as he travels through the State, stop and contemplate the forlorn, gloomy and repulsive aspect of some of those ancient '*squatters*' on the public highway; let him enter them, and note their diminutive size, rough and filthy floors, low ceilings, dilapidated desks, slab seats, dingy walls, and their unhappy and cheerless inmates; and after he has observed the slovenliness, disorder, coarseness, vulgarity, and the marks of obscenity on the very walls of the building, let him listen to the recitations, and observe how perfectly they correspond with the condition of things already noticed. Then let him pass on until he comes to one of those tasteful, attractive, elegant school-houses, with which the State is beginning to be honored and blessed; and after viewing its fine proportions, pleasant site, and ample playground, let him enter it and examine its superior facilities for the successful prosecution of study, its excellent arrangements for promoting the convenience, health and comfort of the teacher and pupils, for forming in them habits of neatness, order, taste and purity, and for exciting them to make high attainments, and aim at honorable distinction. Let him extend his observations still further, and he will find not only the building located and constructed with special reference to the laws of health, mind and morals, replete with everything that can delight the eye and gratify the taste, and admirably adapted to cultivate courteous manners, to inspire refinement of feeling, and to promote habits of study and thought, but he will actually find neatness and order among the pupils, skillful teaching, prompt and accurate recitations, refined manners, and good morals.

"The explanation of this striking contrast in the character and condition of the two schools is easy. The cheerless and forbidding appearance of the school-house first described, its utter destitution of every convenience and comfort, had, from time immemorial, repelled from it all good teachers, while the other had been equally effective in attracting them. Show us a school-house where you will, which by the combined action of time and ruthless hands has become a monument of dilapidation and ruin, presenting, in its dingy and repulsive aspect, the perfect image of desolation and cheerless poverty, and we will show you a school in perfect keeping with the tenement which it occupies.

"How gratifying, then, to be able to assure the friends of popular education throughout the State, that a large majority of our common school houses are reported '*good*,' and that in many of our cities, towns and villages, a large number of school-houses may now be seen, to which the following beautiful description of a model school-house in another State, will substantially apply: 'Its generous size, its graceful proportions, and the good taste displayed in the finish, produce the most agreeable impression. Taken together with its pleasant grounds, it constitutes a view which charms the beholder, and renders it the fairest ornament of the village which it blesses. Within, every thing is in keeping with the perfection which reigns without.

" 'The preservation of health, the demands of taste, and the requirements of convenience, are equally regarded in all its provisions and arrangements. For each scholar there is a separate desk and chair, mounted on iron supports, and combining, in a high degree, elegance, comfort and durability. The scholars are seated facing the north, and on that side of the room which is occupied by the teacher, the wall is covered with black-boards and maps. There, too, we find, ready at hand, all needed apparatus and a library, in a safe and convenient repository. The light is not admitted in front, to the great injury of the eyes, as is too often the case, but is received from the east and west, thus falling, as it should, upon the sides of the pupils, and affording the greatest supply when most needed, namely, in the morning and afternoon. The warming apparatus is so constructed as to diffuse an equable temperature throughout the room, without subjecting any part to extremes of heat and cold; while the apparatus for ventilation effectually removes the air as fast as it becomes unfit for breathing, and supplies its place with the pure, unadulterated atmosphere of heaven. Mats, scrapers, clothes-closets, and a suitable place for fuel, are all supplied.

" 'And there it stands, the beautiful structure, with its shrubbery, its flower-pots, and all other needed appurtenances

and ornaments. There it stands, the surest guaranty of the future happiness and prosperity of the community among whom it is located.

" 'It is itself a teacher. It teaches neatness and order, it promotes good manners and morals. It instills into the tender mind of childhood a love of the beautiful in nature and art, and proclaims to every passer-by the dignity and importance of education. It is not a cold abstraction; it is a living epistle to be read of all.

" 'But this fit home for the school to dwell in, did not spring up out of the ground, like Jonah's gourd, in a night. It cost treasure, and it cost labor, but it amply compensates for both. Such a school-house is far more economical than those of the poorest class. By a few simple operations in addition and subtraction, it may be shown that no district can afford to support a poor school-house. If any one doubts it, let him sum up the cost of keeping up such a concern. Let him reckon the sums of money annually sunk in paying teachers to work without suitable tools and means, not forgetting the fact that the district will be compelled to employ the poorest teachers, for the best will not put up with such accommodations without extra compensation.

" 'Add to this the loss of half or three-fourths of the school-time of the children. Calculate the value of that knowledge and intellectual culture which the pupils are deprived of forever. Compute the loss sustained in injured lungs, and spines, and eyes; in colds and fevers, and consumptions, and all the train of evils generated or aggravated by the defects of the bad school-house; and to this, add its unhappy effect upon the taste and the moral sentiments, those faculties which are so intimately connected with whatsoever is lovely, and whatsoever is of good report.

" 'Bring together these items in one grand sum total, and then say whether any community can afford to support a poor school-house.' "

It has been elsewhere shown, that the total value of school-house property in Wisconsin, is over *one million, one hundred thousand dollars*, and the increase in value of this year over the last, is over *two hundred and sixty-three thousand dollars*. During the past year, the amount paid for teachers' wages alone exceeds *three hundred and thirty-four thousand dollars*; and the aggregate of the increase in school-house property, and the amount paid for teachers' wages, reaches, during the past year, nearly *six hundred thousand dollars*. Is it not, then, of vast importance, that we everywhere have suitable school-houses, *the very best adapted to the purpose we can possibly secure*, in order that this immense annual expenditure may realize the largest re-

turns in the intellectual advancement of our children? We want good, comfortable, convenient, school-houses—not miserable excuses, or mere hovels, worse than we provide for our cattle or horses; we need pleasant locations for them, and attractive surroundings—we need to have them warm in winter, and yet at all times properly ventilated. How true is it,

“We must have air and exercise,
To live, and thrive, and grow.”

Standard works on *School Architecture* are what is so much needed to guide and instruct our people in the size, style, and adaptation of their school houses. Several States have wisely provided works upon this subject, for their several townships; and to illustrate the effect, it may be stated, that, in 1852, the Legislature of Ohio authorized the purchase and distribution of a copy of *Barnard's School Architecture* to every township Board of Education, and local directors, in the State. This distribution was followed by the construction of many new houses, and the thorough repair of old structures, on tried and approved plans of arrangement and furniture—over *half a million of dollars* were expended for these objects in the single year of 1854.

If provision is made for Township Libraries, I would by all means have placed in each a copy of the three standard works on *School Architecture*—the pioneer work of its kind, *Barnard's School Architecture*, *Burrowe's Pennsylvania School Architecture*, and *Johonnot's Country School Houses*. If such a library system should find no favor with this Legislature, I would still earnestly suggest an appropriation from the School Fund Income sufficient to furnish each township in the State with a copy of each of these works, to be deposited with the Town Superintendent, to loan out for the use of districts erecting or repairing school houses. A State like ours, erecting annually nearly five hundred school edifices, and expending for that purpose over a quarter of a million of dollars, ought to have safe, judicious and economical guides in a matter of such momentous importance, both in a pecuniary and intellectual point of view. These works on *School Architecture* are the guides we need, and all three, finely illustrated, could be obtained at wholesale rates, for about four and a half dollars.

WISCONSIN JOURNAL OF EDUCATION.

This periodical, under its present able and efficient management, has better succeeded in its aims and purposes during the past year, than at any former period. Expressions of general satisfaction and approval have come up from all parts of the State, since the opinions and decisions of the Department have been regularly published in its columns. It has been made the

medium of circulars from the Department to Town and District school officers, and has thus served a very beneficial purpose. Such a medium of communication between the Department of Public Instruction and the twelve thousand Town and District school officers in the State, is of the utmost value and convenience. As no other State Department has such a constant and increasing correspondence to carry on, every such aid as the *Journal of Education* affords, is, and must continue to be, regarded as a valuable source of relief, as well, at the same time, as a real service to the public. The State thus far has paid but fifty cents per copy—but half the ordinary subscription price—for the necessary number to supply one to each Town Superintendent and District Clerk in the State,—a sum which has, most of the time, been *less than the actual cost*. I think it but an act of justice, that the State should pay a fair and just equivalent for this really useful *Journal*; and as some of the school officers to whom it is sent, complain that they have the postage to pay, and some few even refuse to take it out of the post-office on that account, I would suggest, that the State Superintendent be authorized to allow its publisher fifteen cents in addition per copy, on the express condition that he pre-pays the postage on the entire number sent out in behalf of the State.

SCHOOL REGISTERS.

The States of Massachusetts, Pennsylvania, and many other States, furnish the School Registers for the use of the public schools. It tends to give more system and uniformity, than where left, as at present, for the District Clerks to provide them at the expense of the district. It is extremely probable, that very many District Clerks fail to comply with this very important provision of law. When printed forms are furnished, they must cost the people many times over, in the aggregate, what they would if the State had a large quantity printed from the same form at one time; and so long as the people have the expense to pay in either case, it would not only prove true economy to have the State furnish the School Registers, through the Department of Public Instruction, but would produce more systematic uniformity, and hence greatly increase their usefulness.

TRAVELING FUND.

In compliance with the requirement of law, I would report, that with a view to making thorough inquiries in regard to the School Library systems of other States, and other matters pertaining to public education, I spent part of the past summer and autumn in visiting the States of Illinois, Indiana, Ohio, Ken-

tacy, Michigan, Pennsylvania, New Jersey, New York, Massachusetts, Rhode Island, Connecticut, and the Province of Upper Canada. After full consultations with the Superintendents of Public Instruction of most of these States, and many of the most distinguished educators of the Union, I feel far better prepared than I otherwise should, to speak understandingly of the wants and defects of our own system; and in pointing them out, as I have faithfully endeavored to do, I have generally aimed to fortify my positions and suggestions with such authorities and experiences of other States as were calculated, in my estimation, to carry weight with them. I feel confident, therefore, that my educational tour abroad of two months has resulted, and is likely to result, in far more practical benefit to the public school interests of the State, than if many years had been spent in traveling and lecturing in the State.

Owing to the time necessarily devoted to the preparation and publication of the new edition of the *School Laws*, and my own absence from the State, less opportunity has been had for traveling and lecturing in the State, than would otherwise have been desirable. My able, faithful, and efficient Assistant State Superintendent, S. H. CARPENTER, Esq., has found time during the year, amid the pressing cares and heavy correspondence of the Department, to attend Teachers' Institutes in the counties of Dane, Dodge, Columbia, Washington, Adams, Iowa, and Richland, as well also to visit other portions of the State, and lecture upon educational subjects. The total amount expended in traveling expenses during the year, has been \$412.70.

WEBSTER'S UNABRIDGED DICTIONARY.

In April last, I made a special report to the Legislature, by requirement of law, relative to the distribution of *Webster's Unabridged Dictionary*. In order to a full understanding of the matter, I will repeat some of the statistics then furnished, making such additions as the facts in the case call for. I have received the following copies of the work since I came into the office, viz:

January 4, 1858, from former State Superintendent, ...	264
March 18, 1858, from Bliss, Eberhard & Co., in store, ...	282
March 24, 1858, from Clerk of Board Supervisors, Dane Co., ...	1
March 26, 1858, from Register of Deeds, Dane Co., ...	2
June 6, 1858, from Town Superintendent, Ixonia, Jefferson Co., ...	3
June 26, 1858, from Register of Deeds, Washington Co., ...	6
July 3, 1858, from Town Superintendent, Somers, Kenosha Co., ...	1
Total, ...	557

Of this number, 550 have been distributed, according to law, upon affidavits furnished, and receipts taken therefor. These

were all distributed to the several towns and districts in the order of their application; and the seven copies on hand, have been assigned to towns entitled to them, but have not been sent for, nor directions given as to the mode of forwarding them to their destination.

There are now on file in this Department applications for 382 Dictionaries, and these do not include all the unsupplied towns and districts. It is now nearly four years since the State commenced the policy of supplying each school district with a copy of *Webster's Unabridged Dictionary*; and those districts which have, from various causes, been so long delayed, ought not surely to be put off any longer. As the larger portion of the State has been supplied at the expense of the School Fund Income, it is but just and proper that the remainder should be promptly supplied from the same source.

The State has, altogether, purchased and paid for, 3,850 copies at four dollars each. I should think it safe to presume that 100 copies, before the commencement of my term of office, never reached the districts, and remain unaccounted for; some, I have reason to think, were stolen before their delivery from the railroad ware-house; others are known to have been, in some instances, squandered or misappropriated by County Registers and Town Superintendents; and yet others unsatisfactorily accounted for by the careless and loose manner in which they formerly were distributed by this Department. I should say, then, after a careful examination of the report of the investigating committee of September, 1857, and such records as I find of their distribution in this Department, including a few copies distributed by order of the investigating committee in August and September, 1857, and including also the seven copies yet on hand, that 3,250 are all that have reached, or will be likely to reach, the districts of the State.

By the recent reports, the number of separate districts in the State is shown to be 3,181, and 1,566 parts of districts, which form joint districts; and estimating two and a half parts as equal to a district, we shall have 626 to add to the 3,181 whole districts, making a grand total of 3,807 districts in the State. Allowing that 3,250 of these have been supplied with Dictionaries, then we should, in round numbers, require 550 more copies to supply the deficient districts. To this should be added something for new districts; and something, too, for the several departments of public schools, each of which is entitled to a copy.

I should think, therefore, that 600 additional copies will be required to meet the existing demand; and as the increase of districts has been 245 the past year, we may calculate on at

least an equal increase the coming year, and no provision would be made for their supply—and so long as the district system is maintained, and the dividing and ensmalling process continues, another year will be very sure to bring forth the usual crop of weak and puny districts, each of which will be entitled to a Dictionary. It will be for the Legislature to determine what provision, if any, shall be made for this class of districts; and I would respectfully suggest, that a law be passed authorizing the purchase of such number as the Legislature may direct, on terms at least as favorable to the State as those formerly purchased.

THE SCHOOL CODE.

The edition of 5,000 copies of the School Laws, directed by the last Legislature to be prepared and published, has been complied with, and the whole edition is already exhausted. Applications are constantly being made for more. I anticipated that the edition published would be entirely inadequate to supply the demand from school officers. According to my understanding of the law, I have already sufficient authority to direct the printing of a new edition whenever the interests of education demand it. I shall think it best to await the adjournment of the Legislature, so as to incorporate whatever revisions or amendments may be made during the session.

SCHOOL DEPARTMENT LIBRARY.

The Library of this Department, after deducting historical, miscellaneous and school books, is exceedingly meagre. In such a Library, there should be found, for the use of the State Superintendent, and such educators as might wish to consult them, all the distinctive standard works on education in the English language. I regard this as a matter of vital interest. We need to know, and to avail ourselves of whatever is found to be of practical progress, pertaining to popular education, whether made in this country or in Europe. As it is, there are, I am sorry to say, not a dozen distinctive works on education in the Library, aside from a few volumes of bound reports and periodicals.

There is a law on our Statute book authorizing the purchase of books for the Library, to the amount of fifty dollars per year, but it has no appropriating clause; and there have been, no additions made to the Library for the past five years. I respectfully ask the Legislature to appropriate \$300 for this purpose, including the year 1859—which, I believe, is none too much for this important object.

THE OFFICE OF STATE SUPERINTENDENT.

The duties of this officer involve an amount of care, anxiety and responsibility of no ordinary character. The management and superintendence of nearly four thousand school districts, with more or less official intercourse and correspondence with over twelve thousand Town and District School Officers and Clerks of Boards of Supervisors—supplying them with School Laws, Blanks and Dictionaries,—returning their reports for correction of errors, so that their districts may not lose their share in the State School Fund apportionment—deciding appeal cases, with an earnest wish and aim to render equal and exact justice to all—hundreds and thousands of letters, upon almost every conceivable subject relating to common school jurisprudence, to answer—some requiring specific points of law to be determined, and many simply calling for judicious advice to settle and harmonize discordant elements—to keep informed, and properly study the school systems of our own and other States—circulars to prepare and send out to the towns and districts—statistics to collect and arrange—the annual and special reports to make, together with a large amount of miscellaneous labors and duties to discharge,—if all these matters, when faithfully performed, do not demand of the State Superintendent, and his Assistant, the most constant care and unceasing labor, then I confess I have yet to learn in what care and labor consist.

In an address delivered by Prof. DANIEL READ, now of our State University, before the Legislature of Indiana, in Dec., 1851, he thus speaks of the importance of this office: "The question of who shall be the first State Superintendent of Public Instruction of Indiana, concerns the character of the State, and its true and permanent prosperity, more, far, than who shall be the first Governor under the new Constitution, or who shall be the Supreme Judges, or who shall be our next United States Senator. If a man is to be selected chiefly because he belongs to this sect or to that sect, and I may say, to this or that political party, I shall regret any humble part which I may have had, in giving the office a permanent Constitutional existence.

"We want a man for this office glowing with enthusiasm on the great subject of popular education: one capable of awakening in the breasts of others the same feelings which are fervid in his own; a man wise in counsel and efficient in action, of an industry which shall never tire, of amenity of manners and address, and a practical good sense which shall win the confidence of the people; a man who holds the pen of a ready writer, whose circulars and addresses to school officers and teachers, and

whose educational tracts for the people, shall, as was said of those of Guizot, late Minister of Public Instruction in France, carry with them to every part of the State, the power of a constant personal presence and influence; a man who shall know all that elsewhere has been done, or is doing, on the subject of education, but who shall possess that sound discriminating judgment which will point out what is best adapted to Indiana. Such a man we want for our Superintendent, and one, too, of a character too lofty for mere party or sectarian influences.

"Where—where shall we find such a man? We may find twenty men who would make good Governors, or Supreme Judges, or Senators, where we could not find one suited to this office. Much, very much will, in my opinion, depend upon the first Superintendent—much of all our success in the great undertaking of universal education; besides he should be an example and a model to all who shall succeed him.

"I here declare that, did I deem myself in any adequate degree possessing the qualifications for this office, and were I ambitious of a name; did I wish to secure a standing and reputation in Indiana and out of it; a reputation which should cross the Atlantic, a reputation which should go down to posterity; above all, did I wish to be a public benefactor, and to have the blessings of the people of Indiana, old and young, male and female, resting upon my head, give me the office of Superintendent of Public Instruction, rather, far rather, than offices which will be much more coveted.

"Here allow me to say, to this officer let us give a compensation which will show in what estimation, as a people, we hold the office, and what we expect of the man holding it. Surely, he who holds this great trust, and superintends an interest dearer to us than all other earthly interests, and performs labors the most arduous that can task the powers of man, ought to be paid not less than we pay for superintending a canal.

"In the choice of this officer, then, we are called as a people, to the exercise of one of the first, and most important duties, in regard to a system of general education. It is a duty, too, which will have a bearing upon all else that is done in this great concern."

Hon. CALEB MILLS, of Indiana, now a Professor in Wabash College, thus frankly spoke of the office of Superintendent of Public Instruction, in his last Annual Report, in January, 1857, on retiring from that office: "He must be permitted to say with all plainness, that there is nothing more disastrous to personal comfort and official success, than for that functionary to go forth to his work under the auspices of party triumph. If a strong

and bitter partisan himself, he will awaken prejudice by his very presence, provoke opposition by the mere recollection of the recent conflict, and soon discover his plans for progress more or less thwarted by influences originating in partisan intolerance. Even if his political antecedents have not created animosities, yet his party affinities will be sufficient, in the estimation of not a few, to entitle him to a cool reception, and to a heartless co-operation. While there may be noble exceptions to the above remark, yet the general tendency is all in that direction. Such are the proclivities of human nature, that we can scarcely expect any other result.

"Politics should have nothing to do with the selection of the candidate for Superintendent of Public Instruction. It should not intrude into the sacred precincts of education, nor lay its unsanctified hands on her ark. As well and wisely might it arrogate the power and province of dictating who should be the religious teacher of a community, as to claim the right of applying political shibboleths to educational servants. If it would be the consummation of folly to make the school-master's political faith the basis of his employment, how much more unwise and absurd to act on that principle, in the selection of the individual, who shall have the supervision of both the work and the workman? Why subject that officer to such adverse influences, why compel him to encounter and struggle with such relentless foes, why embarrass the work and unnecessarily impede the progress of an enterprise, which, by no inquisitorial torture, can be made to assume a partisan character, or accomplish a partisan mission?"

Speaking of the constitutional brevity of the official term of service of the Superintendent of Public Instruction in Indiana, Prof. MILLS adds: "It is a serious loss to the educational interests of the State, to be subject to such changes, as practically deprive the commonwealth of all the benefits of the experience of the Superintendent's two years' labor. Though the aforesaid term may be as long as the ceaseless toil and the unremitting pressure of responsibility will make the office an object of desire to any one, who faithfully discharges its arduous duties, yet the State loses not a little by the withdrawal from her service of the practical experience, facility of labor, and minute acquaintance with the details of the system, necessarily involved in the changes incident to the aforesaid constitutional infelicity."

Citing these views because I fully endorse them, I should be glad to see them put in practice in Wisconsin. Our Constitution makes the office of State Superintendent elective by the people, and provides that his salary "shall not exceed the sum

of twelve hundred dollars annually." *When* he shall be elected, and *how long* he shall serve, are wisely left for the Legislature to determine. The framers of our Constitution, in order to remove the choice of our Supreme, Circuit, and County Judges, as far as possible, from party influences, provided that their election should not take place in connection with that of other State officers; and our people have fully endorsed the wisdom of this provision. The office of State Superintendent should be equally kept aloof from party politics and party influences. Were not the constitutional inhibition in the way, I would wish to see that officer chosen by a State Board of Education for a period of three years. As it is, I would respectfully suggest, that his term of office be extended to three years, and his election take place at the time of the spring Town meetings. In New York, the Legislature elects by joint ballot the Superintendent for a term of three years; in Pennsylvania, the Governor appoints the Superintendent for a term of three years; in Ohio, the people elect the School Commissioner for a term of three years; in Massachusetts the State Board of Education annually elect their Secretary, whose office is the same as State Superintendent elsewhere, but he is practically continued during good behavior, without reference to party changes or influences; and in Upper Canada, the present able and distinguished Chief Superintendent of Public Instruction, Hon. EGERTON RYERSON, has, for the past fourteen years, been continued in office during all the changes in the administration of the Province.

As I have always contended for the principle of paying public officers adequate salaries, and then holding them strictly accountable for the honest and faithful performance of their duties, I have no hesitation in suggesting, for the benefit of those who may succeed me in the office, that the State Superintendent's salary be increased to the constitutional limit, \$1,200 per annum, and that the \$600 allowed him per year for traveling expenses, be granted him unconditionally, for that purpose—the same as the appropriation is made to the Governor for visiting and inspecting the public institutions of our own and other States. California pays her Superintendent of Public Instruction a yearly salary of \$3,500; New York, \$2,500; Louisiana, \$2,000; Massachusetts, \$1,900; Pennsylvania, \$1,750; Ohio, Illinois, and Missouri, each \$1,500; Indiana, \$1,300; Iowa, \$1,200; and even Rhode Island, scarcely larger in territory than the single county of Dane, pays her State School Commissioner \$1,200. Yet here in Wisconsin, with labors and responsibilities not less arduous or important than those of any other civil or judicial officer in the State, we pay our State Su-

perintendent—who, in addition to his other multifarious duties, serves, in all school matters, as a Court of Appeals—a salary of only a thousand dollars a year, while we pay the Governor's Private Secretary, Assistant Secretary of State, and Assistant State Treasurer, \$1,200 per year; and our Supreme Court and Circuit Judges, \$2,500; the State Controller and Bank Controller, each \$2,000; and other State officers, in addition to their regular salaries, receive liberal perquisites. I think any candid man, who has any just knowledge of the duties of the several State officers, civil and judicial, will feel constrained to acknowledge that, excepting the Governor—whose salary is so meagre as to be a standing disgrace to the State—the State Superintendent receives the least salary of them all. Whether our diversified educational interests—"so unpretending," said SILAS WRIGHT, "yet so all pervading—so little seen, yet so universally felt—so little feared or courted, yet so powerful"—whether these vast interests are of less importance, and hence require a less amount of talent and application, than those pertaining to State finance, banking interests, auditing accounts, and adjudging criminals, I leave for others to determine.

The office of Assistant State Superintendent has in New York a salary of \$1,500 attached to it; and in Pennsylvania, \$1,400. Here, in Wisconsin, we pay other Assistant State officers \$1,200 per year; and it is no disparagement to those faithful and worthy officers to say, whose salary is none too much for their responsible positions, that a dozen suitable men could be found to fill their places, while you would find one suitable to worthily fill the office of Assistant State Superintendent. Yet he is only allowed \$800 per year. It should be \$1,200, and I respectfully suggest, that it be increased to that amount.

For clerk hire, the State Superintendent is allowed but \$600 per year. This is too small, by at least \$200, for the amount of faithful labor the clerk is required to perform. New York and Pennsylvania pay the clerks in their School Department \$1,000 each, and there are two in each State. I hope a reasonable increase in the salary of clerk will be cheerfully granted; for his present allowance is absolutely insufficient for the decent support of himself and family.

I have thus endeavored to lay before the Legislature of Wisconsin a full, true, and faithful picture of our common school educational interests in all their diversified relations and bearings. In all the suggestions for the modification and improvement of our system, I have earnestly and steadily kept this one leading idea in view: "The machinery of a school system," as justly asserted by Hon. CALEB MILLS, one of the most devoted and experienced educators in this country, "should be

simple in character, and effective in its operation. Let there be no unnecessary multiplication of offices, but a concentration of duties and responsibilities, which will do more to render it successful than almost anything else. Let these be clearly defined, and the manner of performing so plain and simple, that there can be no reasonable doubt of what is expected of all."

Thus have I recommended the concentration of School Libraries into a single collection for each town, thus increasing their power for good six-fold, and lessening the number of Librarians from nearly four thousand, if each district had one, to about six hundred and fifty. Thus have I urged the adoption of the system of County Superintendents, and a County Examining Board, and the total abrogation of the district system, to be supplanted by the simpler, cheaper, and more efficient Township system—thus while creating about 1,250 new school officers in the whole State, at the same time doing away with 11,400 others, showing a clear diminution of over ten thousand officers; and providing for a more economical, more equal, and better grade of public education—better teachers, better school-houses, and better supervision; and above all, cutting up by the roots the suicidal policy of dividing and ensmalling districts, and leaving all to attend freely, "without money and without price," whatever school should be most convenient to them, without regard to arbitrary district, township, or county lines. Thus, also, have I urged the concentration of the management of the State University, the Normal Schools, and, to some extent, the Common Schools, also, in a Single State Board of Education, so as to adjust and harmonize the entire system of public education as a whole—and not parcel out these mighty interests to different Boards, who might, and doubtless frequently would, entertain and put in practice diversified, and perhaps even clashing, methods of accomplishing the objects committed to their charge.

I have suggested and urged these reforms because I have thought they were demanded by the progressive spirit of the age, and by the earnest longings of the people. "Wherever," says BANCROFT, "a permanent reform appears to have been instantaneously effected, it will be found that the happy result was but the sudden plucking of fruit which had slowly ripened. Successful revolutions proceed like all other formative processes from inward germs. The institutions of a people are always the reflection of its heart and its intelligence; and in proportion as these are purified and enlightened, must its public life manifest the dominion of universal reason.

"The statesman, whose heart has been purified by the love of his kind, and whose purpose, solemnized by faith in the immuta-

bility of justice, seeks to apply every principle which former ages or his own may have mastered, and to make every advancement that the culture of his time will sustain. In a word, he will never omit an opportunity to lift his country out of the inferior sphere of its actual condition, into the higher and better sphere that is nearer to ideal perfection.

"The course of civilization flows on like a mighty river through a boundless valley, calling to the streams from every side to swell its current, which is always growing wider and deeper, and clearer, as it rolls along. Let us trust ourselves upon its bosom without fear; nay, rather with confidence and joy. Since the progress of the race appears to be the great purpose of Providence, it becomes us all to venerate the future. We must be ready to sacrifice ourselves for our successors, as they in their turn must live for their posterity."

That noble patriot, JOHN ADAMS, when in his eightieth year, observed in a letter to JEFFERSON: "Education! oh, education! the greatest grief of my heart, and the greatest affliction of my life! To my mortification, I must confess, that I have never closely thought, or deliberately reflected upon, the subject, which never recurs to me now without producing a deep sigh, a heavy groan, and sometimes tears." How such a confession, by such a man, should quicken the sensibilities, and nerve the efforts and patriotism of every legislator, every public officer, and every person connected in any manner with the making or executing our school laws, to redouble their energies in the noblest work in which they can possibly be engaged. Let us all prayerfully adopt the consecrated sentiment, and imitate its spirit and example, of the great Prussian School Counsellor, DINTER, who commenced his forty years of prodigious labors, self-denials and charities, with this solemn engagement: "I promised God that I would look upon every Prussian peasant child as a being who could complain of me before God, if I did not provide for him the best education, as a man and a Christian, it was possible for me to provide."

LYMAN C. DRAPER,
Sup't. of Public Instruction.

MADISON, Dec. 10th, 1858.

EDUCATIONAL HINTS AND SUGGESTIONS.

OBLIGATIONS OF PARENTS TO SOCIETY.—A parent who sends his son into the world uneducated, does a great injury to mankind as well as to his own family, for he defrauds the community of a useful citizen, and bequeaths to it a nuisance.—*Chancellor Kent.*

A FORCIBLE TRUTH FORCIBLY PUT.—The mobs, the riots, the burnings, the lynchings perpetrated by *the men* of the present day, are perpetrated because of their vicious or defective education when *children*. We see and feel the havoc and the ravage of their tiger passions now, when they are full grown, but it was years ago when they were whelped and suckled.—*Kent.*

STRIKING THOUGHT.—If poor children are not trained up in the way they should go, they will certainly be trained up in the way they should not go, and, in all probability, will persevere in it, and become miserable themselves and mischievous to society, which, in event, is worse, upon account of both, than if they had been exposed to perish in their infancy.—*Bishop Butler.*

ELEVATE THE MASSES.—The plan of this nation was not, and is not, to see how many *individuals* we can raise up, who shall be distinguished, but to see how high, by Free Schools and Free Institutions, we can raise *the great mass* of population.—*Rev. John Todd.*

EDUCATION OF A THREEFOLD CHARACTER.—Education is the proper training of *the whole man*—the thorough and symmetrical cultivation of all his noble faculties. If he were endowed with a mere physical nature, he would need—he would receive—none but a physical training. On the other hand, if he were

a purely intellectual being, intellectual culture would comprehend all that could be included in a perfect education. And were it possible for a moral being to exist without either body or intellect, there would be nothing but the heart or affections to educate. But man is a complex and not a simple being. He is neither all body, nor all mind, nor all heart. In popular language, he has three natures, a corporeal, a rational, and a moral. These three, mysteriously united, are essential to constitute a *perfect man*; and as they all begin to expand in very early childhood, the province of education is to watch and assist, and shape the development; to train and strengthen, and discipline neither of them alone, but each according to its intrinsic and relative importance.—*President Humphrey.*

VALUE OF PHYSIOLOGICAL KNOWLEDGE.—Every person should be acquainted with the organization, structure and functions of his own body—the house in which he lives: He should know the conditions of health, and the causes of the numerous diseases that flesh is heir to, in order to avoid them, prolong his life, and multiply his means of usefulness. If these things are not otherwise learned, they should be taught—the elements of them, at least—in our primary schools.—*Dr. Combe.*

MERE CULTIVATION OF INTELLECT NOT SUFFICIENT.—Most men leave out, or regard as of very little importance, some of the essential elements of a good education. They seem to forget that the child has a *conscience* and a *heart* to be educated, as well as an *intellect*. If they do not lay too much stress on mental culture, which, indeed, is hardly possible, they lay by far too little upon that which is moral and religious. They expect to elevate the child to his proper station in society—to make him wise and happy—an honest man—a virtuous citizen and a good patriot, by furnishing him with a comfortable school-house, suitable class books, competent teachers, and, if he is poor, paying his quarter bills, while they greatly underrate, if they do not entirely overlook, that high moral training, without which knowledge is the power of doing evil rather than good. It may possibly nurture up a race of intellectual giants, but like the sons of Anak, they will be far readier to trample down the Lord's heritage than to protect and cultivate it.—*President Humphrey.*

CHILDREN MUST BE TRAINED SOMEWHERE.—Let it be borne in mind, that all the children in every community, will be edu-

cated somewhere and somehow; and that it devolves upon citizens and parents to determine whether the children of the present generation shall receive their training in *the school-house* or *in the streets*; and if in the former, whether in good or poor schools.—*Prof. Mayhew, Superintendent of Public Instruction, Michigan.*

THE WORK OF EDUCATION.—I fear we do not fully realize what is meant when we speak of the improvement of the mind. I fear it is not yet enough considered by legislators or parents, that there dwells in every rational being, an intellect endowed with a portion of the faculties which form the glory and happiness of our nature, and which, developed and exerted, are the source of all that makes man to differ essentially from the clod of the valley. Neglected and uncultivated, deprived of its appropriate nourishment, denied the discipline which is necessary to its healthy growth, this divine principle all but expires, and the man whom it was sent to enlighten sinks down, before his natural death, to his kindred dust. Trained and instructed, strengthened by wise discipline, and guided by pure principle, it ripens into an intelligence but a little lower than the angels. This is the worth of education. The early years of life are the period when it must commonly be obtained; and, if this opportunity is lost, it is too often a loss which nothing can repair.—*Edward Everett.*

CULTIVATE THE MORAL NATURE.—Keeping all the while in view the object of popular education, the fitting of the people, by *moral* as well as intellectual discipline, for self-government, no one can doubt that any system of instruction which overlooks the training and improving of the moral faculties, must be wretchedly and fatally defective. So far from crime and mere intellectual cultivation being dissociated in history and statistics, we find them, unhappily, old acquaintances and tried friends. *To neglect the moral powers in education is to educate not quite half the man.* To cultivate the intellect only is to unhinge the mind and destroy the balance of the mental powers; *it is to light up a recess, only the better to see how dark it is.* And if this is all that is done in popular education, then nothing, literally nothing, is done toward establishing popular virtue, and forming a moral people.—*Hon. Daniel D. Barnard.*

EDUCATION DISSIPATES THE EVILS OF IGNORANCE.—Ignorance is one principal cause of the want of virtue, and of the immoralities which abound in the world. Were we to take a

survey of the moral state of the world, as delineated in the history of nations, or as depicted by modern voyagers and travelers, we should find, in almost every instance, that ignorance of the character of the true God, and false conceptions of the nature of the worship and service he requires, have led, not only to the most obscene practices and immoral abominations, but to the perpetration of the most horrid cruelties.—*Dr. Dick.*

EDUCATION INCREASES THE PRODUCTIVENESS OF LABOR.—Education has a power of ministering to our personal and material wants beyond all other agencies, whether excellence of climate, spontaneity of production, mineral resources, or mines of silver and gold. Every wise parent—every wise community, desiring the prosperity of its children, even in the most worldly sense, will spare no pains in giving them a generous education.—*Horace Mann.*

MONEY VALUE OF INTELLIGENCE.—In proportion as man's intelligence increases, is his labor more valuable. A small compensation is the reward of mere physical power, while skill, combined with a moderate amount of strength, commands high wages. The labor of an ignorant man is scarcely more valuable than the same amount of brute force; but the services of an intelligent, skillful person are a hundred fold more productive.—*Prof. Mayhew.*

THE SUPERIORITY OF THE EDUCATED.—The hand is found to be another hand, when guided by an intelligent mind. Individuals, who, without the aid of knowledge, would have been condemned to perpetual inferiority of condition, and subjected to all the evils of want and poverty, rise to competence and independence by the uplifting power of education. In great establishments, and among large bodies of laboring men, where all services are rated according to their pecuniary value—where there are no extrinsic circumstances to bind a man down to a fixed position, after he has shown a capacity to rise above it—where, indeed, men pass by each other, ascending or descending in their grades of labor, just as easily and certainly as particles of water of different degrees of temperature glide by each other—under such circumstances it is found, as an almost invariable fact, other things being equal, that those who have been blessed with a good common school education, rise to a higher and a higher point in the kinds of labor performed, and also in the

rate of wages received, while the ignorant sink like dregs, and are always found at the bottom.—*Prof. Mayhew.*

IT IS THE INTEREST OF PROPERTY TO EDUCATE ALL.—Property is deeply interested in the education of all. There is no farm, no bank, no mill, no shop—unless it be a grog-shop—which is not more valuable and more profitable to its owner, if located among a well educated, than if surrounded by an ignorant population. *Simply as a matter of interest, we hold it to be the duty of Property to itself, to provide Education for All.*—*Horace Greeley.*

EDUCATION THE PARENT OF MATERIAL RICHES.—A mass of facts, collected by Horace Mann from the most authentic sources, seem to prove incontestably that education is not only a moral renovator, and a multiplier of intellectual power, but that it is also the most prolific parent of material riches. It has a right, therefore, not only to be included in the grand inventory of a nation's resources, but to be placed at the very head of that inventory. It is not only the most honest and honorable, but the surest means of amassing property. Considering education, then, as a producer of wealth, it follows that the more educated a people are, the more they will abound in all those conveniences, comforts and satisfactions, which money will buy; and, other things being equal, *the increase of competency and the decline of pauperism will be measurable on this scale.*—*Prof. Mayhew.*

THE GERM OF CRIME.—He is no more physically blind, or bereft of his natural senses, who cannot see a culprit in the hands of a sheriff, or a criminal court with its officers, or a prison with its armed guards, than he is morally blind who does not see criminal manhood in neglected childhood.—*Horace Mann.*

EDUCATION DIMINISHES PAUPERISM AND CRIME.—Education is to be regarded as one of the most important means of eradicating the germs of pauperism from the rising generation, and of securing, in the minds and in the morals of the people, *the best protection for the institutions of society.*—*English Report to Home Department.*

HOW EDUCATION DIMINISHES CRIME.—Great as is her poor tax, New York contributes annually an immensely greater sum

for the support of her criminal police; for the erection of court houses, and jails, and penitentiaries, and houses of correction; for the arrest, trial, conviction, punishment of criminals, and for their support in prison, and at the various landingplaces on their way to the gallows, and to a premature and ignominious death. Now, had one half of the money which this State has expended in these two ways been judiciously bestowed in the early education of these unfortunate persons, who can question that the poor and criminal taxes of that State would have been reduced to less than one tenth of what they now are, to say nothing of the fountains of tears that would thus be dried up, and of the untold happiness that would be enjoyed by persons who, in every generation, lead cheerless lives and die ignoble deaths?

Lest some persons may labor under an erroneous impression in relation to this subject, I will give the statistics of education and crime in New York, as derived from official reports, for the last few years. Of eleven hundred and twenty-two persons—the whole number reported by the sheriffs of the different counties of the State as under conviction and punishment for crime during the year 1847—twenty-two only had a common education, ten only had a tolerably good education, and only six were *well* educated. Of the thirteen hundred and forty-five criminals so returned in the several counties of the State for the year 1848, twenty-three only had a common school education, thirteen only had a tolerably good education, and only ten were considered well educated! The returns for other years give like results. Had the whole eleven or thirteen hundred of these convicts been *well educated* instead only of *six* or *ten*—and the moral and religious education of even these was defective—how many of them would society be called upon to support in prisons and penitentiaries? In all probability, as we shall hereafter, I hope, be able to show, NOT ONE. And what is true of the city and county of Philadelphia and of the State of New York, will apply to other cities, counties and States of this Union.—*Prof. Mayhew.*

STRIKING RESULTS.—The different countries in the world, if arranged according to the State of education in them, will be found to be arranged also according to WEALTH, MORALS AND GENERAL HAPPINESS; at the same time, the CONDITION OF THE PEOPLE, AND THE EXTENT OF CRIME AND VIOLENCE AMONG THEM, FOLLOW A LIKE ORDER.—*National Education, by Fred. Hill.*

THE EDUCATION REQUISITE FOR THE PEOPLE.—The education required for the people is that which will give them the

full command of every faculty, both of mind and of body; which will call into play their powers of observation and reflection; which will make thinking and reasonable beings of the mere creatures of impulse, prejudice and passion; that which in a *moral* sense will give them objects of pursuits and habits of conduct favorable to their own happiness, and to that of the community of which they will form a part; which, by multiplying the means of rational and intellectual enjoyment, will diminish the temptations of vice and sensuality; which, in the social relations of life, and as connected with objects of legislation, will teach them the identity of the individual with the general interest; that which, in the physical sciences,—especially those of chemistry and mechanics,—will make them masters of the secrets of nature, and give them powers which even now tend to elevate the moderns to a higher rank than that of the demi-gods of antiquity. All this, and more, should be embraced in that scheme of education which would be worthy of statesmen or of a great nation to receive; and the time is near at hand, when the attainment of an object, thus comprehensive in its character, and leading to results, the practical benefits of which it is impossible for even the imagination to exaggerate, will not be considered a Utopian scheme.—*Westminster Review*.

POLITICAL NECESSITY OF NATIONAL EDUCATION.—In proportion as public opinion gives force to the structure of government, it is essential that public opinion should be enlightened.—*Washington*.

I do not hesitate to affirm, not only that a knowledge of the true principles of government is important and useful to Americans, but that it is absolutely indispensable to carry on the government of their choice, and to transmit it to their posterity.—*Judge Story*.

The stability of this government requires that universal education should precede universal suffrage.—*Prof. Mayhew*.

EDUCATION AN INSURANCE OF PROPERTY.—The people do not yet seem to see, that the intelligence and the morality which education can impart, is that beneficent kind of insurance which, by preventing losses, obviates the necessity of indemnifying for them; thus saving the premium and risk.

What is engulfed in the vortex of crime, in each generation, would build a palace of more than oriental splendor in every school district in the land; would endow it with a library be-

yond the ability of a life-time to read; would supply it with apparatus and laboratories for the illustration of every study and exemplification of every art, and munificently requite the services of teachers worthy to preside in such a sanctuary of intelligence and virtue.—*Horace Mann*.

INFLUENCE OF AN IGNORANT MAN.—To send an uneducated child into the world is injurious to the rest of mankind; it is little better than to turn a mad dog or a wild beast into the streets.—*Paley*.

DUTY OF THE STATE TO EDUCATE.—In Prussia it is said that every child is "due to the school." Here it may be laid down as one of our social principles, that, as the best services of all her children are due to the State, so it is the duty of the State to bring out, to their fullest extent, all the talents and powers for good, of all her children.—*Hon. Thomas H. Burrowes, formerly Supt. of Pub. Instruction of Penn.*

CULTIVATE THE MINOR MORALS.—Cleanliness of person, decency of conduct and propriety of manners, are as essential to the comfort and happiness of the social state, as a cultivated intellect and a well ordered store of practical knowledge are to individual success. When regarded in their relation to society, those decencies, which have been aptly denominated "the minor morals," rise at once to importance, and demand the utmost care at the hands of those to whom the training of the youth of a country is intrusted.—*Burrowes*.

THE BLESSING OF FREE SCHOOLS.—When the rich man is called from the possession of his treasures, he divides them, as he will, among his children and heirs. But an equal Providence deals not so with the living treasures of the mind. There are children just growing up in the bosom of obscurity, in town and in country, who have inherited nothing but poverty and health, who will, in a few years, be striving in generous contention with the great intellects of the land. Our system of free schools has opened a straight way from the threshold of every abode, however humble, in the village or in the city, to the high places of usefulness, influence and honor. And it is left for each, by the cultivation of every talent; by watching with an eagle's eye, for every chance of improvement; by bounding forward, like a greyhound, at the most distant glimpse of honorable opportunity; by redeeming time, defying temptation, and scorning

sensual pleasure, to make himself useful, honored, and happy.
—*Edward Everett.*

A MOMENTOUS RESPONSIBILITY.—Under the soundest and most vigorous system of education which we can now command, what proportion, or per-centage, of all the children who are born can be made useful and exemplary men, honest dealers, conscientious jurors, true witnesses, incorruptible voters or magistrates, good parents, good neighbors, good members of society? In other words, with our present knowledge of the art and science of education, and with such new fruit of experience as time may be expected to bear, what proportion, or per-centage, of all the children must be pronounced irreclaimable and irredeemable, notwithstanding the most vigorous educational efforts which, in the present state of society, can be put forth in their behalf?

What proportion, or per-centage, must become drunkards, profane swearers, detractors, vagabonds, rioters, cheats, thieves, aggressors upon the rights of property, of person, of reputation, or of life?

In a single phrase, what proportion must be guilty of such omissions of right, and commissions of wrong, that it would have been better for the community had they never been born? This is a problem which the course of events has evolved, and which society and the government must meet.—*Horace Mann.*

BETTER THAN SOIL, OR CLIMATE, OR GOVERNMENT.—That vast variety of ways, in which an intelligent people surpass a stupid one, and an exemplary people an immoral one, has infinitely more to do with the well-being of a nation, than soil, or climate, or even than government itself, except so far as government may prove to be the patron of intelligence and virtue.—*Horace Mann.*

GOD-LIKE POWERS OF INTELLECT.—*LE VERRIER*, the discoverer of the planet Neptune, wrote a letter to *GALLE*, of Berlin, in which he said: "This star no one has seen, but it exists. I have measured its distance. I have estimated its size. I have calculated its diameter. It is there. Look for it, and you will find it." He looked—it was discovered from the observatory of Berlin, on the 23rd of September, 1846, just where the student, in his closet, had told the practical Astronomer to look!

A FEARFUL RESPONSIBILITY.—If, with such educational means and resources as we can now command, eighty, ninety, ninety-five, or ninety-nine per cent. of all children can be made temperate, industrious, frugal, conscientious in all their dealings, prompt to pity and instruct ignorance, instead of ridiculing it, and taking advantage of it, public-spirited, philanthropic, and observers of all things sacred; if, I say, any given portion of our children, by human efforts, and by such a divine blessing as the common course of God's providence authorizes us to expect, can be made to possess those qualities, and to act from them; then, just so far as our posterity shall fall below this practical exemption from vices and crimes, and just so far as they shall fail to possess these attainable virtues, just so far will those who frame and execute our laws, shape public opinion, and lead public action, *be criminally responsible for the difference.*—*Horace Mann.*

LOVE OF CHILDREN.—He is not worthy to have the care of children, either as officer or teacher, whose heart does not yearn toward them with parental fondness and solicitude.—*Horace Mann.*

CHILDREN'S TIME FOR EDUCATION.—It would be more rational to talk about not affording seed corn, than to talk about not affording our children as much of their time as is necessary for their education. What! shall a man plant his field, and allow his child's intellect to run to weeds? It would be as wise to eat up all the wheat, and sow the husks and the chaff for next year's crop, as, on a principle of thrift, to sow ignorance and its attendant helplessness and prejudices in your children's minds, and expect to reap an honorable and a happy manhood. It would be better husbandry to go, in the summer, and clatter with a hoe in the bare gravel, where nothing was ever sown, but the feathered seed of the Canada thistle, which the west wind drops from its sweeping wings, and come back, in autumn, and expect to find a field of yellow grain nodding to the sickle, than to allow your son to grow up without useful knowledge, and expect that he will sustain himself with respectability in life, or, if consideration must be had of self-interest—prop and comfort your decline. Not spare our children's time! Spare it, I might ask you, from what? Is anything more important? Spare it for what? Can it be better employed than in that cultivation of the mind which will vastly increase the value of every subsequent hour of life? And to confine them in the morning of their days, to a round of labor for the meat that perisheth, is it not, when our children ask for bread, to give

them a stone? When they ask for a fish, to give them a serpent, which will sting our bosoms as well as theirs?—*Edward Everett.*

EDUCATION THE GREAT QUESTION.—I may safely appeal to every person who hears me, and who is in the habit of reflecting at all on the character of the age in which we live, whether, next to what directly concerns the eternal welfare of man, there is any subject which he deems of more vital importance than the great problem, how the whole people can be best educated. If the answer of the patriot and statesman to this appeal were doubtful, I might still more safely inquire of every considerate parent who hears me, whether the education of his children, their education for time and eternity—for, as far as human means are concerned, these objects are intimately connected—is not among the things which are first, last, and most anxiously upon his mind.—*Edward Everett.*

COMPULSORY EDUCATION.—I hold that the State has a right to compel parents to take advantage of the means of educating their children. If it can punish them for crime, it should have the power of preventing them from committing it, by giving them the habits and the education that are the surest safeguards.—*Hon. Josiah Quincy.*

THE REDEEMING POWER OF COMMON SCHOOLS.—If all our schools were under the charge of teachers possessing what I regard as the right intellectual and moral qualifications, and if all the children of the community were brought under the influence of these schools for ten months in the year, I think that the work of training up THE WHOLE COMMUNITY to intelligence and virtue would be accomplished as completely as any human end can be obtained by human means.—*Rev. Jacob Abbott.*

NECESSITY OF MORAL EDUCATION.—The exaltation of talent, as it is called, above religion and virtue, is the curse of the age. Education is now chiefly a stimulus to learning, and thus men acquire power, *without the principles which alone make it good.* Talent is worshipped; but if divorced from rectitude, it will prove more of a demon than a god.—*Channing.*

DUTY OF PARENTS.—That parent who refuses to send his children to the school established and opened in his neighborhood, does to those children a cruel injustice, and commits a

flagrant wrong upon the community and the State.—*Governor Briggs.*

A STRIKING PICTURE.—Were we to visit all the Primary Schools of the commonwealth, we should be sure to find nearly all the ministers, lawyers, physicians, judges, legislators, professors and other teachers, merchants, manufacturers, and, in short, all the most intelligent, active and useful men of the next generation in these schools. We cannot now point them out by name. We cannot tell who of them will be governors and judges, and merchant princes, but they are all there.

They are receiving the rudiments of their education under such teachers as we provide for them, and in the period of life when the most lasting impressions are made. I will venture to say, *more is done, during the first ten or twelve years, in the humble district school-house, to give tone and shape to the popular mind, than in all the years that follow.*—*President Humphrey.*

AN ANSWER TO THOSE WHO MURMUR AT THE SCHOOL TAX.—For the support of our State Government many of us pay, in the course of years, large sums of taxation, for which we personally receive little benefit. I know not how much I may have paid during the last thirty years, for the judiciary administration of the laws; yet I have never availed myself of the Courts as a means of obtaining personal justice. And there are many citizens who never had a case in Court, and perhaps never will have. Yet we all cheerfully submit to taxation for the support of the Judiciary Department, because the public good is supposed to require it. We voluntarily act on this unselfish and philanthropic principle in all our religious and charitable associations. We build churches, employ and pay religious teachers, and support religious institutions, not for our own personal benefit. We usually fancy we can be devotional and religious in our own quiet way. But the good of society requires expensive organizations for religious purposes, and we are all willing to bear our part.

These principles of sacrifice of selfishness—of submission to taxation of some kind for the public good,—must lie at the foundation of every form of civilized society on earth. If we prescribe the principle, we must go back to a state of natural society—to barbarism—to savage independence. Our people are a liberal, a generous, a magnanimous people, and when the general interests of public education in the State require some sacrifice from the more successful individuals in favor of the

poorer families, who will hesitate to act the part which honor and magnanimity require?—*Hon. W. C. Larrabee, State Superintendent of Indiana.*

ARGUMENT FOR THE PAYMENT OF SCHOOL TAXES.—Some persons who are willing to pay taxes in proportion to their property, for general State purposes, object to any species of taxation for educational purposes. This objection is founded on a radically wrong notion of the relation of the children, and the education thereof, to the State. The State, within Constitutional limits, has sovereign power over the property within its jurisdiction. The children within the State are, in a certain sense, the children of the State. The State taxes her property for the education of her children, not for the personal interest of the children, nor for the interest of their parents, *but for her own interests as a State.* This is the American idea, and whoever cannot become reconciled to this idea, had better emigrate to some other country.—*Hon. W. C. Larrabee.*

A HOME THRUST.—You say *you have no children to educate, and why should you be taxed to educate the children of your neighbors?* So, perhaps, you have no occasion to travel over a particular country road, and why should you be taxed to build it? You have no case in court, why then should you be taxed to build the court house, or pay the salary of the Judge? You have no criminals of your own family to try, and to put in jail, why then should you be taxed to pay the expenses of trying criminals raised by your neighbors, and to build jails to hold them?

You answer, the good of society requires court-houses and courts. So does the good of society require school-houses and schools. You say that the good of society requires that criminals should be tried and punished. So does the good of society require children to be educated. The criminal, you say, is not tried and punished for his own benefit, or the benefit of his family, so much as for the protection of society. So, the child is not educated so much for his own benefit, or the benefit of his family, as for the protection and good of society.—*Hon. W. C. Larrabee.*

FOR THOSE WHO OBJECT TO THE SCHOOL TAX.—A gentleman was complaining to me of his School Tax. He said "he had educated his own children at his *own* expense, and yet he was annually paying tax to educate others." I told him he was indirectly compensated four-fold for all his expenditure. He ridiculed the idea. Said I, there are two farms of one hundred

acres each; intrinsically of the same value. One is located in an intelligent and virtuous community, the other in Heathendom, or where ignorance and vice prevail. How much more would you give, per acre, for the former than the latter? "Ten dollars," said he. The interest on one thousand dollars is sixty dollars per annum—your school tax is six dollars. Your compensation is ten-fold. The argument was conclusive.—*J. V. Gibson's Report.*

YOUNG CHILDREN SHOULD NOT BE CONFINED.—It would be infinitely better and wiser to employ suitable persons to superintend the exercises and amusements of children, under seven years of age, in the fields, orchards and meadows, and point out to them the richer beauties of nature, than to have them immured in crowded school-rooms, in a state of inaction, poring over torn books and primers, conning words of whose meaning they are ignorant, and breathing foul air.—*Dr. Caldwell.*

FREQUENCY OF RECESS.—A law of the muscular system requires that relaxation and contraction should alternate, or, in other words, that rest should follow exercise. In accordance with this law, it is easier to walk than to stand; and in standing, it is easier to change from one foot to the other than to stand still. This explains why small children after sitting awhile in school become restless. Proper regard for this organic law requires that the smaller children be allowed a recess as often, at least, as once an hour; and that all be allowed and encouraged frequently to change their position.—*Prof. Mayhew.*

EFFECTS OF BAD VENTILATION IN SCHOOLS.—Both irritability of the nervous system and dullness of the intellect are unquestionably *the direct and necessary result of a want of pure air*. The vital energies of the pupils are thus prostrated, and they become not only restless and *indisposed to study*, but absolutely *incapable of studying*. Their minds hence wander, and they unavoidably seek relief in mischievous and disorderly conduct. This doubly provokes the already exasperated teacher, who can hardly look with complaisance upon good behaviour, and who, from a like cause, is in the same irritable condition, of both body and mind, with themselves. He, too, must needs give vent to his irascible feelings somehow. And what is more natural, under such circumstances, than to resort to the use of the ferule, the rod and the strap?—*Prof. Mayhew.*

VALUE OF VOCAL MUSIC IN SCHOOLS.—I here introduce a fact which has been suggested to me by my profession, and that is, that the exercise of the organs of the breast, by singing, contributes very much to defend them from those diseases to which the climate and other causes expose them. The Germans are seldom afflicted with consumption, nor have I ever known but one instance of spitting blood among them. *This, I believe, is in part occasioned by the strength which their lungs acquire by exercising them frequently in vocal music*, for this constitutes an essential branch of their education.—*Dr. Rush.*

EVILS OF BADLY CONSTRUCTED SCHOOL FURNITURE.—There is a radical defect in the seats of our school-rooms. Malformation of the bones, narrow chests, coughs, ending in consumption, and death in middle life, besides a multitude of minor ills, have their origin in the school-room. To the badly constructed seats and writing desks, are we to look, in some measure, for the cause of so many distortions of the bones, spinal diseases and chronic affections, now so prevalent throughout the country.—*Dr. J. V. C. Smith.*

ACT UPON IT.—High and narrow seats are not only extremely uncomfortable for the young scholar, tending constantly to make him restless and noisy, disturbing his temper and preventing his attention to his books, but they have a direct tendency to produce deformity of his limbs. Seats without backs have an equally unfavorable influence upon the spinal column. If no rest is afforded the backs of the children while seated, they almost necessarily assume a bent and crooked position. Such a position, often assumed and long continued, tends to that deformity which has become extremely common among children of modern times, and leads to diseases of the spine in innumerable instances, especially with delicate female children.—*Dr. Woodward.*

ON IMPARTING COLLATERAL KNOWLEDGE.—We cannot remind teachers too often of the signal benefits they may confer upon their pupils, by communicating collateral knowledge to them;—that is, such knowledge as is directly connected with the subject of their lessons, though rarely, if ever, found in a text-book. This practice should be commenced with a child the first day he enters the school room, and should never be discontinued until the day when, for the last time, he leaves it.

The whole business of the school room, from morning till night, should, in this way, be made attractive and profitable.

Children do love information which is adapted to their capacities, and they will desire to go where it can be found, as naturally as bees to flowers. An absurd objection is sometimes urged against such a course; namely, that it will only amuse children, turn what should be toil into pastime, and create a disrelish for close, pains-taking, solitary application. This objection is theoretic, merely. It is never made by those who have tried the experiment. It is urged only by such as are too ignorant or too indolent to make the necessary preparation. Not only reason, but experience, proves that it is the best possible means of kindling a desire for knowledge in the bosoms of the young; and when this desire is once kindled, the teacher has only to direct the car instead of dragging it.—*Horace Mann.*

THE TEACHER'S MISSION.—Do not undervalue the importance of your mission. Although the career of a primary teacher is without *eclat*—although his cares are confined to, and his days spent in, the narrow circle of a country parish—his labors interest society at large, and his profession participates in the importance and dignity of a great public duty. It is not for the sake of a parish only, nor for the mere local interests, that the *law wills* that every native of France shall acquire the knowledge necessary to social and civilized life, without which human intelligence sinks into stupidity, and often into brutality. It is for the sake of the State also, and for the interests of the public at large. It is because liberty can never be certain and complete, unless among a people sufficiently enlightened to listen on every emergency to the voice of reason.

Universal education is henceforth one of the guarantees of liberty, and social stability. As every principle in our Government is founded on justice and reason, to diffuse education among the people, to develop their understandings, and enlighten their minds, is to strengthen our constitutional government, and secure its stability. Be penetrated, then, with the importance of your mission. Let its utility be ever present to your mind in the discharge of the difficult duties which it imposes on you.—*M. Guizot, long Minister of Public Instruction in France.*

VALUE OF EDUCATION.—Education makes the man; that alone is the parent of every virtue; it is the most sacred, the most useful, and, at the same time, the most neglected thing in every country.—*Montesquieu.*

NO FREEDOM WITHOUT INTELLIGENCE.—If a nation expects to be ignorant and free in a state of civilization, it expects what never was, and never will be. The functionaries of every government have propensities to command at will the liberty and property of their constituents. There is no safe deposit for these but with the people themselves; nor can they be safe with them, without information. Where the press is free, and every man is able to read and write, all is safe.

The object of the establishment of common schools, is to bring into action that mass of talent which lies buried in poverty in every country, for want of the means of development, and thus give activity to a mass of mind which, in proportion to the population, shall be double or treble of what it is in most countries.—*Jefferson.*

FREE EDUCATION THE SAFETY OF OUR COUNTRY.—I have no conception of any manner in which the popular republican institutions under which we live could possibly be preserved, if early education were not freely furnished to all by public law, in such forms that all shall gladly avail themselves of it.—*Webster.*

NECESSITY OF PUBLIC EDUCATION.—If I am elected Governor of Virginia, I will give all, and do all, for the agriculture of the State, that we may make a spear of grass to grow where none grew before. There is something more important than this—one that embraces every thing, covers all, bounds all, promotes all, saves all. It is that which reaches the *inner* man of the commonwealth. It is that which is all in all to the people of a republican country. I mean *public education*. If there be any stingy old man in this assemblage, who values his dollars and cents better than women and children, let me tell him, if he does not wish to be taxed to sustain public education, to use every exertion to defeat me; for I tell him I want a full and thorough system of instruction to all and for all classes.

You tell me of the equality of the people—that every man is created equal—when the poor man has to compete with the rich, and, instead of providing food for the *mind*, cold necessity demands he should obtain food for the *mouth*. The only true Democracy is that which will reach down to the lowly and lowest in the distribution of its benefits of learning. Does the owner of property complain to me, that the property he has acquired should not be taken for education? Why, what better guard can he have for his property than the virtue which springs from intelligence? He says he has nothing to do with

the poor man's child, and he should be let alone. Does he not know that his property may, all of it, some day, come before a jury of his countrymen, in which shall be this very child? And then is it not worth all the value of his property to have this child educated, and be able to decide properly and understandingly as a juror? Does he know that this jury may be called upon to say whether his will *was* his will, or whether he died sane or a fool? Does he know that ignorance abases mankind, and leaves them base and dependent? Would he not have the whole mass of the people intelligent choosers of what was best for the State? Are you not an elective people, and have not all to decide for the best interests of the State? How can you do this, unless you provide food for the intellect?—*Hon. Henry A. Wise, speech at Petersburg, Va., Jan. 10, 1855.*

INFLUENCE OF EDUCATION.—I think with you, that nothing is of more importance for the public weal, than to form and train up youth in wisdom and virtue. Wise and good men are, in my opinion, the strength of a State; much more so than riches or arms, which, under the management of ignorance and wickedness, often draw on destruction, instead of providing for the safety of the people. And though the culture bestowed on *many* should be successful only with a *few*, yet the influence of those few, and the service in their power, may be very great. Even a single woman, that was wise, by her wisdom saved the city. I think also, that general virtue is more probably to be expected and obtained from the education of youth, than from the exhortation of adult persons; bad habits and vices of the mind being, like diseases of the body, more easily prevented than cured.—*Dr. Franklin.*

TRANSMISSION OF KNOWLEDGE.—In thirty years, all now in active life will be gone or retired from the scene, and a new generation will have succeeded. This mighty process does not take place at once, either throughout the world or in any part of it; but it is constantly going on,—silently, effectually, inevitably; and all the knowledge, art, and refinement, now in existence, must be either acquired by those who are coming on the stage, or perish with those who are going off, and be lost forever. There is no way by which knowledge can be handed down, but by being learned over again; and of all the science, art, and skill in the world, so much only will survive, when those who possess it are gone, as shall be acquired by the succeeding generation.

The rising generation is now called upon to take up this mighty

weight; to carry it along a little way; and then hand it over, in turn, to their successors.

The minds which, in their maturity, are to be the depositories of all this knowledge, are coming into existence, every day and every hour, in every rank and station of life; all equally endowed with faculties; all, at the commencement, equally destitute of ideas; all starting with the ignorance and helplessness of nature; all invited to run the noble race of improvement. In the cradle there is as little distinction of persons as in the grave.—*Edward Everett.*

THE DUTY OF GOVERNMENT TO PROVIDE EDUCATION.—It is the undoubted right, and the bounden duty of Government, to provide for the instruction of all youth. That which is elsewhere left to chance or to charity, we secure by law. For the purpose of public instruction, we hold every man subject to taxation in proportion to his property, and we look not to the question, whether he himself have, or have not, children to be benefitted by the education for which he pays. We regard it as a wise and liberal system of police, by which property, and life, and the peace of society are secured. We seek to prevent in some measure the extension of the penal code, by inspiring a salutary and conservative principle of virtue, and of knowledge, in an early age. We strive to excite a feeling of respectability, and a sense of character, by enlarging the capacity and increasing the sphere of intellectual enjoyment. By general instruction, we seek, as far as possible, to purify the whole moral atmosphere; to keep good sentiments uppermost, and to turn the strong current of feeling and opinion, as well as the censures of the law and the denunciations of religion, against immorality and crime. We hope for a security beyond the law, and above the law, in the prevalence of an enlightened and well principled moral sentiment.—*Daniel Webster.*

EDUCATION OUR NATIONAL SAFETY.—Education, to accomplish the ends of good government, should be universally diffused. Open the doors of the school-house to all the children in the land. Let no man have the excuse of poverty for not educating his own offspring. Place the means of education within his reach, and if they remain in ignorance, be it his own reproach. If one object of the expenditure of your revenue be protection against crime, you could not devise a better or cheaper means of obtaining it. Other nations spend their money in providing means for its detection and punishment, but it is the principle of our government to provide for its never occurring. The one acts by *coercion*, the other by *prevention*. On the dif-

fusion of education among the people rest the preservation and perpetuation of our free institutions. I apprehend no danger to our country from a foreign foe. The prospect of a war with any powerful nation is too remote to be a matter of calculation. Besides, there is no nation on earth powerful enough to accomplish our overthrow. Our destruction, should it come at all, will be from another quarter. From the inattention of the people to the concerns of their government, from their carelessness and negligence, I must confess that I do apprehend some danger. I fear that they may place too implicit confidence in their public servants, and fail properly to scrutinize their conduct; that in this way they may be the dupes of designing men, and become the instruments of their own undoing. Make them intelligent, and they will be vigilant; give them the means of detecting the wrong, and they will apply the remedy.—*Webster.*

WHAT COMPRISES EDUCATION.—I have already expressed the opinion, which all allow to be correct, that our security for the duration of the free institutions which bless our country, depends upon the habits of virtue and the prevalence of knowledge and of education. The attainment of knowledge does not comprise all which is contained in the larger term of education. The feelings are to be disciplined; the passions are to be restrained; true and worthy motives are to be inspired; a profound religious feeling is to be instilled, and pure morality inculcated, under all circumstances. All this is comprised in education.—*Webster.*

SELF-EDUCATED MEN AND BOOKS.—To the poor, ignorant man, I say, let no man tell you that “a little learning is a dangerous thing.” The least of it is not half so dangerous as that ignorance which cannot read and write. If Patrick Henry once said—“*Natural* parts are better than all the *learning* in the world”—don’t believe it, though he said it. What would he not have been, had he possessed only half the learning of the world? Of what would the power of his “*natural parts*” have stopped short in human greatness, in human eloquence, if he had been possessed of the *purchase* of the lever of learning? The self-made man may boast—I love to admire him rising by the lone power of his genius; but I despise his self-sufficiency, when he boasts against “*the books.*” Not once in an age does it happen that one self-made man stamps the age with his genius. But at last, how can any man be said to be self-made? Those who claim to be self-made, are so made by the *books*, if not by the schoolmaster. Tell me the knowledge that any one of you

all has, which was not derived, directly or remotely, from the books? None,—there is none in law, none in medicine, none in agriculture, none in mechanic arts, not traceable to the books. And, my friends, if you would only yourselves go to the books, they would inform you much better than you are now instructed, by tradition, or second-hand informers. Look for yourselves, learn for yourselves—to the books! to the books! and be self-made yourselves, if you will. But the schoolmaster must teach you *how to read and write*. Remember that the books are sealed to those who cannot read and write. I will not descend upon the pauperism and the crime which “a little learning” would diminish. No; there is a much more interesting class than that of inmates of poor-houses and of jails to be discussed. I mean, one of the best classes of men on God’s earth—a class with whom “the gods” are said to take part in their struggles through life—that class of good men, who, notwithstanding they were never taught, are so endowed by nature with noble instincts as to perform their whole duty worthy of themselves, worthy of the State, and worthy of their eternal destiny. Men whom ignorance does not debase; whom it does not enervate or make to despair; men who work in the world against all odds of ignorance, and win a crown of earthly honor and eternal glory. I know who they are—I know every one of them in my old district by name. I would have a word with them. They are the *good, hard-working, honest* class of men, who, notwithstanding they cannot read and write, can “*make their marks*” in the world. May God bless them!

I know an aged man—small in stature—his head is silvered over with the white frost of years—with a lively joyous face, and a twinkling blue eye that needs no glass for its keen vision—an honest heart, and a hand as hard as axe-helve and plough-handle would have it—who does “not know a letter in the book,” and who yet is rich in the stores of practical wisdom and of real wealth. Some one near Guilford, in Accomack, can guess who I mean. I would have a word with that good old friend of mine. I speak to his noble example—I speak to him because I love him, and he belongs to a class by whom I wish to be heard—I speak to him for his class. Listen to me, good old man. I see you smile and swear you *are not old*. Well, that is exactly like you, but I am serious. You *are great* in my eye. You cannot read and write—you will have to get some one to read what I write to you and all like you—but you have, without learning, achieved a conquest in life. You began a neglected, penniless, friendless boy—you have worked, honestly worked, at hard labor, until your hand is as hard as your heart is soft and tender. “Scorn cannot point her slow-moving finger” at

you. There is no blot on your name. You have dug the earth for your bread, and lived literally by the sweat of your brow. You have lived honestly; you have paid your debts with the cash down; you owe no man any thing but good will; your industry has been untiring; a thousand and a thousand sturdy blows have you struck with a freeman's "right good will" for the "glorious privilege of being independent." Every way by which you have won "geer" is justified by honor. You have oppressed no man, you have been just to every man, and have never robbed the poor, or the widow, or the orphan. You are a *happy old man*—there is jollity in your very eye, and temperate habits have made you healthfully buoyant and cheerful. God has given you children and grandchildren, and your sons and daughters are like a thick forest around you. The kind, hospitable partner of your bosom and of your journey through life, still abides with you on earth; and you have laid up *plenty! plenty!* and have *peace* with it for your good old age. This is a mastery, this is a self-made man. Now, tell me, good and great old man, what would you *not* have been, had you held in your grasp the lever of knowledge? Ah! you know what it is to have a hand-spike at a log-rolling or a house-raising. You know what a "*purchase*" of power is. Knowledge, learning, is all that, and more. How many blind licks it would have saved you? How many thousands and tens of thousands more than you have now in your old "blue chest," you would have had, could you have seen by "learning's light" the dark ways of nature? Do you know that learning made your axe-helve, your plough-handle—that it applies in the most proper way that very hand-spike—your ox-chain—that it prepares the very best manure—that it can beat you all hollow in applying it to the soil—that it knows more than you do all about the soil of every field you plough, and can tell you of every plant which grows on it, and the food it craves. Did you know that learning saves labor—sells your grain, fixes the price, and carries it away for you. Ah! you shake your head, and say,—“Well, I would not give my poor weak experience for all your book-learning!” Do you say that? Well, if that be so, if you know something which the books don't teach, I am the more urgent still—you *must write it down* for the rest of the world—for your own posterity—*write it, record it*, you are bound to do so for the sake of some poor fellow who is to come after you in your way of life, and who hasn't your experience. But you *can't write*. Pity! pity! You know something, then, which you can't communicate to more than the few who hear the sound of your voice. Learning would enable you to do that much at least. Suppose you go and get some one else to write it down for you, *your experience in culti-*

vating corn, potatoes. You told me tobacco is a valuable medicine for horses once. Write it. I say, and have it printed, and bind it, and what then does it become but *book-learning!* Book-learning to be dispensed by somebody else, perhaps, in the present or coming generation; and what is poor despised "book-learning," at last, but somebody's *discovery*, somebody's *experience* of nature's laws or nature's truths? Don't despise it, my friend; but go to that old, long-used, well-worn leathern bag, or "stocking-leg" purse in that same old blue chest, and take from it *twelve*, just *twelve* of those hard dollars for which you have worked so honestly and so hard, for each and every child and grandchild you have, put it in his satchel and send him to school.
—*Hon. Henry A. Wise, Address to his Constituents.*

SCHOOL LIBRARY CORRESPONDENCE.

(Circular).

OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION,
MADISON, Wisconsin, Oct. 28th, 1858.

DEAR SIR:—I design to urge upon the attention of the Legislature of this State, at its approaching session, the adoption of a State system of supplying each Town in Wisconsin with a SCHOOL LIBRARY, the books to be selected with great care by competent persons, and to be annually replenished by permanent State provision for that purpose.

I may state as the result of ten years' experience of our present district library system, that only about *one-third* of the districts have any libraries at all, and those generally so small as scarcely to deserve the name,—averaging less than 19 volumes each,—and hence utterly fail to fulfill the great mission of School Libraries. That what few books are thus collected, are procured at high prices of book peddlers, and but too generally relate to *Banditti* and *Robbers*, the *Pirate's Own Book*, and other trashy and injurious works, which could only incite in the minds of children a desire themselves to become desperadoes.

If we continue the *District Library* plan in our State as it now is, and continue to leave the districts to procure a Library or not, as they may elect, so long will the Library system of Wisconsin, it seems to me, prove a failure; but if we can have the *Town Library* plan adopted, as it is in Indiana, Ohio, and Michigan, have the State provide the Libraries for each town according to some just plan of distribution, carefully selecting books suitable to meet the tastes and wants of all classes of community, replenished annually so as to keep each collection fresh and attractive, we should then have in each Library several times the number and variety of books that any district plan could ever possess. The same amount of money now expended on the district plan would, by a judicious State system, purchase from one-third to one-half more volumes, beside securing a vastly better selection, and having the advantage of a uniform and far more permanent style of binding. According to the present district plan we have small and almost worthless Libraries; by the Township system, we should have large, attractive and invaluable collections; and instead of only about *one-third* of the State, as is now the case, having a few ill-chosen volumes, every town in Wisconsin would, by the new system, have its solid Library of the choicest works to gladden

the young minds of our two hundred and sixty-four thousand children, and furnish mental food for our other three-quarters of a million of people.

If the citizens of the town should deem proper, they could sub-divide their Town Library into two or three sections, and have them placed in as many convenient localities for six months or a year, and then interchange these sections with the other localities; and so in due time, the several sections or subdivisions of the Library would be placed within the convenient reach of every part of the town, thus subserving nearly every facility of the District Library, with the most decided super-added advantages.

I would esteem it a great personal kindness, and a real service to the whole people of Wisconsin, if you would furnish me, at your earliest convenience, your views of this plan, even if but briefly expressed.

Very respectfully,

LYMAN C. DRAPER,
State Sup't. of Public Instruction.

From Hon. HENRY BARNARD.

Mr. Barnard kindly promised a letter on the Town School Library plan, but an unusual pressure of labors has prevented its preparation. In conversation with him on this subject, he expressed his decided preference for Township over District Libraries, and that the State should purchase and distribute the books. And in his address before the State Agricultural Society, at Madison, October 7th, 1858, he strongly recommended the Indiana School Library system—the leading features of which, it will be remembered, are the Township characteristic, and the State selecting and supplying the books.

From Hon. HORACE MANN, long the well-known and distinguished Secretary of the Massachusetts State Board of Education.

Ever since the reception of your Circular, dated October 28, I have diligently sought to find a leisure half hour to comply with your request—for, I think, few can be more important; but such a half hour I have not found, and *could not make it*. My health is breaking down under my labors, and I write this line now only because I hold your *plan* for School Libraries for Wisconsin, to be worth many times more than my life.

As to the value of Libraries, what need for me to say any thing, when everybody knows that they bear the same relation

to the mind, that food does to the body. But as children at an early age cannot always distinguish between nutritious and noxious food, between that which is healthful and that which is poisonous; so in the early hunger for knowledge, there is *danger* that an undirected appetite, and *certainly* that a depraved one, will long for books, more fatal to the soul than hellebore to the body. If we cultivate as many poisonous weeds in our gardens, as we do wholesome ones, would any mother suffer her little child to run at large in it, and pluck and eat what it might fancy? Why then should the State—the nursing-mother of its children—give them access to all and any books which the market may afford, when we know, that the literature of the present age abounds with the most baneful and pernicious works—with works which do worse than to destroy the moral life, for they substitute a depraved life in its stead.

If over all your fertile and beautiful State, you would not sow Canada thistles instead of wheat and corn, then beware that over the more precious moral domains of your youthful mind, you do not sow bad, ruinous, destructive ideas and sentiments instead of good ones.

From Hon. IRA MAYHEW, author of the work on *Universal Education*, and Superintendent of Public Instruction of Michigan.

Your Circular of the 28th of October has been received, and I fully concur with the views therein expressed.

There has been no material change in the Library system of our State, from that stated in the pamphlet edition of the School Law of 1848.

From Dr. BARNAS SEARS, now President of Brown University, and formerly Secretary of the State Board of Education of Massachusetts.

Your plan of having Town, instead of district Libraries, to be duly superintended and annually replenished, has many things to recommend it. School Libraries have often proved a failure, for the want of regular and systematic supervision, and of the interest awakened by new books and unceasing efforts.

From Hon. GEO. S. BOUTWELL, Secretary of the State Board of Education of Massachusetts.

Your communication of the 28th of October last, in regard to Town Libraries, is before me. The experience of Massachusetts is quite limited. A few years since, the State made pro-

vision for the establishment of School District Libraries, but they have not been maintained generally. It is not, however, to be inferred that the attempt was a complete failure. The books were generally read by the children, and often by the parents. Gradually these libraries have disappeared. In 1868, the Legislature authorized each town to raise money for the establishment of a public library. A few towns only have acted in the matter. There is, however, reason to think that more will soon avail themselves of the opportunity. As far as known, the results have been highly favorable.

In Groton, where I reside, about \$800 have been expended, and the library contains nine hundred volumes. In the year 1857, two thousand and eight hundred volumes were taken from the library. There are, probably, thirty cities and towns in Massachusetts, in which public libraries are established.

From Hon. HENRY S. RANDALL, formerly Secretary of State and Superintendent of Public Instruction of New York.

My views on Common School Libraries are given in a report on that subject, which I made in 1844, at the request of Col. Samuel Young, then Superintendent of Common Schools in this State; and you will find this paper in his official report of that year. I then thought, and still think, such Libraries are a vital portion of any system of popular education adapted to the wants of an intelligent and self governing people.

My official investigations and experience have amply satisfied me, that if the purchase of Libraries is made optional with the districts—the alternative being that the Library money may be diverted to the payment of teachers' wages, &c.,—the system will prove a failure. There is no doubt that a better method of selecting the books could be devised than having it done by the Trustees of the districts. On the whole, I should be much inclined to favor the plan proposed in your communication. If its details were well adjusted and carried out, I see no reason why it would not succeed, and result in a vast saving of the public money, and a vast improvement of the character of the works placed in the hands of the readers of the Common School Libraries.

From Hon. JOHN D. PHILBRICK, late State Superintendent of Common Schools of Connecticut, and now City Superintendent of Public Schools of Boston.

I have the honor to acknowledge the receipt of your circular respecting the system of School Libraries in Wisconsin. In reply, I have to say:

1. That I am strongly in favor of the establishment and maintenance of free School Libraries by State authority. Without the free Library, no system of public instruction can be considered complete. Some of my views respecting the importance of this element in a system of public schools, are contained in the report which I had the honor to submit to the Legislature of Connecticut in 1855.

2. That I am abstractly in favor of the *Town plan of School Libraries*, though in the Report referred to, I proposed the *district plan*, which was adopted, because in that State, at that time, the towns, as such, had no legal connection with the school system, and had no school officers to manage the affairs of Town Libraries. I favored the district system then from the necessity of the circumstances, and a good district system was adopted. I heartily approve the plan of Town Libraries contained in your Circular, and I have no doubt but that it is the one which will and ought to prevail wherever free schools are established.

From Hon. HENRY C. HICKOK, State Superintendent of Common Schools of Pennsylvania.

The Town School Library proposed in your Circular of Oct. 28th, I regard as every way preferable to your existing district arrangement.

From Hon. W. C. LARRABEE, State Superintendent of Public Instruction of Indiana.

I have examined carefully your plan for a State system of supplying each Town in Wisconsin with a School Library, and I highly approve of it. A system very similar has been in operation for several years in this State with very gratifying results.

From Hon. CALSB MILLS, now a Professor in Wabash College, and formerly State Superintendent of Public Instruction of Indiana.

I rejoice in the prospect of your young and growing State incorporating into its educational code the Township Library feature. It has worked well with us, and, indeed, we have more satisfactory evidence of its efficiency, as an educational instrumentality, than of any other feature of our system. The reasons for the superiority of the Township over the District Library are too obvious to escape the observation of any one who will devote to the subject a moment's thought. Had the

facts on the subject of the use of the Township Libraries in this State been properly gathered up, the year succeeding my retirement from the office of Superintendent of Public Instruction, we should have had for our own use, and that of others, the elements of our unanswerable argument in favor of the Township Library feature. I have some isolated facts on this point, relative to the experience of some townships, authorizing the belief that the Libraries were read even more the year succeeding the one reported by me than during the one I partially reported. In divers instances, the number of volumes taken out in one year, was from *one hundred to six hundred* per cent. of the whole number in the Libraries.

You will accept these hasty lines as an expression of my cordial sympathy with you in your present enterprise.

From Hon. N. BATEMAN, late Principal of the Jacksonville Female Academy, and now State Superintendent elect of Illinois.

I have just received your Circular announcing your purpose to urge the Town-plan of Libraries, upon the notice of the Legislature of your State, instead of the District plan heretofore adopted.

The objections to the latter plan seem to me unanswerable. It has worse than failed, so far as I know, wherever it has been adopted. I say, worse than failed, because while it has not secured the object intended, it has, on the other hand, by the meagre number and wretched character of the books, not only exerted a demoralizing influence upon the minds of the young, but also brought the whole system of School Libraries into utter contempt.

The reasons stated in the Circular, in favor of the plan proposed, are, I think, conclusive, and the advantages claimed could hardly fail to be secured by its adoption.

Of the right of the Legislature of a State to make such appropriations, and of the eminently beneficent and salutary effect of such legislation upon the intellectual and moral interests of the people at large, and especially of the young, there surely can be no doubt.

Good books are a blessing which we cannot afford to be deprived of—bad books are a curse. I repeat, it seems to me that the measure you suggest, is the best that can be adopted to secure the former and banish the latter.

I wish you all success in your efforts in behalf of this important branch of your public duties.

The duty of *selecting* the books is the most difficult and delicate—one that cannot be so performed as to meet the views of all. But many methods will readily suggest themselves, which are as free from objections, as the nature of the case will admit.

From Hon. ANSON SMYTH, State Commissioner of Common Schools of Ohio.

In reply to your communication and enquiries, I have to say that our experience in Ohio has been such as to commend *Township*, rather than *sub-district* Libraries. Wherever sub-district Libraries have been attempted, they have failed to realize the expectations of their friends; the books in each Library have been so few as to become objects of contempt, and from want of regard and care they have very generally been scattered, and have come to nought. The *Township* plan has proved far more successful, and, for the future, books will be distributed only to Townships.

In regard to your other point of inquiry, I feel some delicacy. From my official position it might be supposed that I would favor the plan of having books for our Libraries selected and purchased by the State School Commissioner, rather than by local school officers. Aside from all personal motives, I am decidedly in favor of this plan. The books will be selected with more care, and a deeper sense of responsibility; and they will be purchased on much more favorable terms. Much more could be said in favor of this plan, but for obvious reasons I choose to be excused from the further consideration of the subject.

I sincerely hope that the Legislature of your young and vigorous State will soon enact an efficient Library law; and that the time is not far distant, when all our North-Western States will enjoy the advantages of carefully selected and wisely managed Township Libraries.

From Hon. J. S. ADAMS, Secretary of the State Board of Education of Vermont.

I am now so pressed with work, that I can only say, that I most heartily wish you "God speed" in your plan of urging the matter of Town Libraries upon the attention of your Legislature. The establishment of such Libraries in every town will tend to occupy the minds of community, give them a taste for books, a love of knowledge, and consequently an interest in

the schools; and this *active interest in schools* is everywhere the great desideratum—for in its wake follow benefits innumerable.

From Hon. DAVID N. CAMP, late Principal of the Connecticut State Normal School, and now Superintendent of Common Schools, of Connecticut.

The Library System of Connecticut works well. The books must be approved by the School Visitors, who are generally men of intelligence and of high moral and christian character. I have drawn nearly four hundred Library orders, in a year and six months. Our plan has been in operation but a short time, and though working well, unless there were town libraries generally established, I am of opinion that, for matter of books for general reading, the town plan would be preferable.

From Hon. MATURIN L. FISHER, Superintendent of Public Instruction of Iowa.

There are as yet but few School Libraries in Iowa. The act for the Public Instruction of Iowa, passed at the last session of the Legislature, contemplates the establishment of *Township* not *District* Libraries. I recommended the Township system, for the reasons you well express in your Circular. I am happy to find that my opinion is corroborated by your judgment.

From Hon. SAMUEL S. RANDALL, long Assistant Superintendent of Public Instruction of the State of New York, and now City Superintendent of Public Schools of the City of New York.

I have perused, with great pleasure, your Circular of the 28th ult., in reference to the establishment of Town School Libraries throughout your State, and cordially approve the substitution of this system for that of District Libraries. In our State, the latter plan has been in existence for some twenty years. And although great good has undoubtedly been accomplished, by the diffusion of comparatively a few volumes in every district, yet it is manifest, that an infinitely greater amount of benefit would have been accomplished by the consolidation of the funds apportioned to these several districts of each town, and the purchase and gradual expansion of a Town Library, centrally located, and easily accessible to all. These views I have repeatedly and earnestly urged upon the Legislature, but as yet without success. I consider the funds comparatively frittered away upon a few cheap books in each district, as little better than wasted;

while by the adoption of the Township plan, large and valuable libraries would speedily spring up, the worth of which would be inappreciable to the rising generation, and to the citizens of the State generally. I sincerely trust the Legislature of Wisconsin will adopt your enlightened views and suggestions in this regard,—as I am sure they could do no act of greater and more lasting importance to the interest of Popular Education, than thus to bring within the reach of every individual and family, a well selected collection of English and American literature, keeping pace with the advancing civilization of the age, and the practical wants of the community.

From Hon. AMOS DEAN, LL. D., of Albany, N. Y., Chancellor elect of the Iowa State University, and author of the revised School Law of that State.

I have just received and read your Circular of the 28th ult., relative to Town Libraries for District Schools, and am delighted with the plan you briefly unfold. The idea of small districts providing themselves with Libraries that will be of any real value, is, in my judgment, perfectly idle. They will not, half of them, have any books at all, and those that they do have, may stand a great chance of doing more harm than good. If the quality of food that nourishes and sustains the body is at all worth attending to, much more is that which builds up and gives force to the mind, the spiritual principle. Your plan, if well matured and carried out, will place in every town a valuable and useful collection of books; with a power of increase in proportion to the ratio of increase of the population—these may, to a large extent, be the same in every town. Their selection will, of course, be of the first importance. The plan of sub-division and distribution in different sections about the town, will enable each in turn to have the benefit of the whole Library. It will thus be an ever-flowing stream, fertilizing in turn every part of the town. The discussions in the different parts of the town to which this division and these changes will naturally give rise, will necessarily keep the subject of books and libraries constantly before the minds of the people, and thus lead to a greater extent and variety of reading.

If your Legislature will carry that plan out fully, I entertain no doubt but that it will ultimately result in sending such enlightening and civilizing influences into every family, as will continually be felt more and more among your people, as time continues to move onward through his generations and centuries.

From Rev. Dr. FRANCIS WAYLAND, late President of Brown University, and author of works on *Moral Science*, *Political Economy*, *Intellectual Philosophy*, etc.

I am happy to learn, that the importance of furnishing abundance and good reading for the whole people, is now under consideration in the State of Wisconsin. Our system of general education seems to render some provision of this kind an imperative duty. To teach our people to read, is to accomplish but half our work; or, rather, to leave our work unfinished, precisely at the point where what we have done may prove a curse instead of a blessing. We can only realize the benefits of our system of general education when we not only teach the people to read, but also provide them with such reading as shall cultivate the intellect and improve the heart. When this shall have been done for our whole country, and it will be done in all the free States, a population will rise up among us such as the world has never yet seen.

Massachusetts has already taken the lead in this matter. By an act passed a few years since, every town is authorized to tax itself for the purchase and increase of a Library. The people are availing themselves of this act, and Libraries of a most valuable character are springing up in all the cities and towns of that commonwealth.

From Dr. ELIPHALET NOTT, President of Union College.

Those connected with the educational provisions of the older States, sympathise in the trials and triumphs of those connected with the educational provisions of the younger States.

The perfecting and continuance of our free institutions, depends on the intellectual and moral training of the rising generations. As the physical system can never be developed without food, so neither can the mental. But books are the appropriate aliment of the mind; and the guardians of our children, and of the Republic, are bound to furnish, in convenient localities, Libraries containing such books as are necessary for providing the future men and women of America with the means requisite for qualifying them for the performance of the duties incumbent on American citizens. And we are happy to learn, that the guardians of Wisconsin are not behind the guardians of sister States in the discharge of this important duty.

From Hon. THEODORE FRELINGHUYSEN, formerly Chancellor of the University of New York, and now President of the Rutgers's College, New Jersey.

I duly received your Circular on the subject of School Libraries for every town in Wisconsin; and desiring a word from me in regard to your proposed improvement of the *Town* in place of the *District* Library. I take it for granted that your plan brings the Library *nearer* in locality to the people, and therefore I agree with your views fully and heartily. A well selected Library, excluding all books of *immoral* or doubtful tendency—and, I would add, the whole mass of romances, excepting a very few—and the less in number, the better—cannot be of too easy access to the people.

I rejoice to find your Western States giving such early attention to the cultivation of the mind. With the Bible, an open volume, on every shelf of the school, and in every window of the cottage, and a public taste for reading, and a growing desire for useful knowledge, we may hope, by the Divine blessing, that our country will hold her place among the nations.

From Hon. WASHINGTON IRVING.

I have to acknowledge the receipt of your Circular, announcing your intention to urge upon the attention of your Legislature, the adoption of a system of supplying each town in Wisconsin with a School Library of books, selected with great care.

The design you specify is admirable, and ought to be adopted in every State throughout the Union. I hope and trust you will meet with entire success.

From Hon. A. D. BACHE, author of *Education in Europe*, formerly a Professor in the University of Pennsylvania, Principal of the Philadelphia High School, and President of Girard College, and now Superintendent of the United States Coast Survey.

As requested, I have looked into your strictures upon the present plan of School Libraries of Wisconsin, and into your proposed substitute for it, and consider the arrangements which you suggest in relation to Town Libraries as highly judicious, and calculated to produce all the benefits which you claim for them.

From WM. H. PRESCOTT, the Historian.

I have received the Circular you have done me the honor to send me, and have read it with pleasure. The subject is not one which I have before had occasion to consider; but I feel no doubt that the plan you propose for supplying the School Libraries of Wisconsin would be superior to that at present established, both in regard to the character of the books selected, and economy in purchasing them. I wish your enlightened endeavors for the advancement of education, all success.

From Hon. JARED SPARKS, formerly President of Harvard University.

I have perused, with great satisfaction, your plan of procuring books for School Libraries, under the immediate direction of the State government. The superiority of this plan over every other is too obvious to admit of argument. Not only a vastly better selection of books may thus be made, under the guidance and judgment of a single agency, but by a judicious system of purchasing them together, in the requisite quantities, for the various Libraries, they may be obtained at reduced prices. In fact, there is but one side to the question, and it may safely be said, that no State in the Union could more effectually promote the intellectual, moral, and religious culture of the rising generation, than by supplying them, by some permanent arrangement, with the use of valuable and well-chosen books. As you ask my opinion, I have thus expressed it freely.

From Hon. EDWARD EVERETT, formerly President of Harvard University.

I am very glad to perceive, by your Circular of the 28th ult., that measures are in contemplation for supplying each town in Wisconsin with a School Library. No greater service can be rendered to the rising generation. It is in vain that children are taught to read, if they have no access to good books;—worse than in vain, if they are furnished with nothing better than the wretched trash in tawdry binding, which is carried round by the peddlers. If the State would adopt the plan of advancing to each town, for a School Library, as much as the town is willing to raise by itself, the greatest amount of good will be effected by the least burden on the State Treasury. You have my best wishes for the success of the movement.

From BAYARD TAYLOR, Esq.

My views on the subject of School Libraries are entirely in accordance with those expressed in your Circular. I cannot too strongly recommend the plan of establishing Township Libraries at the cost of the State, as has already been done on so liberal a scale by the State of Indiana. The advantages are not only those of cheapness, and permanence in the supply, but the selection of the works—on which so much of the value of all Libraries depends—would unquestionably be made with more taste and intelligence than if entrusted to so many different hands. The more our Common School system is made broad, liberal, and comprehensive in all its features, the more thoroughly and beneficently will it accomplish its mighty work.

From BENSON J. LOSSING, author of the *Field Book of the Revolution*, *Pictorial History of the United States for Schools*, *Primary History of the United States for Schools*, etc.

Feeling great interest in the subject of popular enlightenment by means of schools and public libraries, I have reflected much upon the real and ideal character of both—the real as it exists, and the ideal as I hope it may be. Surely, no subject more important than the proper education of the people can occupy the thoughts, and employ the efforts of the statesman, the patriot, and the christian. Such education lies at the basis of private and public virtue, which is the only stable foundation of a State.

Next in importance to the *School*, in the work of education, is the *Public Library*. It is a copious spring from which knowledge flows among the people. How important, then, that the waters thereof should be wholesome and invigorating! How careful should all right-minded men be to keep these fountains pure and undefiled! The most active and fruitful seeds of good and evil in our social system, are found in the literature of the day; and the wisest discrimination is necessary to separate one from the other. It is impossible—absolutely impossible—to have anything approaching to the exercise of such wise discrimination in the system of *District Libraries* as organized in some States. How can the Trustees of schools, elected for a temporary purpose, many or most of them away from centres of business and general knowledge, and engaged in absorbing pursuits, be acquainted with the character of the thousands of books that fall from the press every year? They have no data to guide them, and they are left to the mercy of pedlars and others, who go about

the country with "*sensation books*"—in other words, moral and intellectual poison, and are compelled to form their judgment from the statements of lying advertisements. This is a monster evil; and many of the Libraries of this State are crowded with books that no judicious parent would willingly allow his child to read.

In view of the importance of this matter, I heartily coincide with your expressed opinion in relation to *Town Libraries*, leaving the selection of the books to the State, through proper agents duly chosen by the people. Your State has a noble education fund—(what a burning shame it was, to pour a part of it into that sewer of corruption, called the Drainage Fund, I believe)—and it should be the business of the wisest and best men of your young and vigorous State to assist in forming a virtuous and efficient system for the establishment and maintenance of public libraries in every town in the commonwealth.

From CARL SCHURZ, Esq., Milwaukee.

The Circular which you had the kindness to send me, came into my hands but a short time ago. I have had no time since to study the details of your plan minutely; but it strikes me, that it will be a great improvement on the District Library system, which, from my own observation, I know to be complete failure in a large portion of the State. If there are no financial obstacles in the way, I trust your plan will find a great many supporters in the Legislature, and will at an early day be carried into effect.

From Rev. EDWARD COOKE, D.D., President of Lawrence University, Appleton.

Your plan for supplying Town School Libraries throughout the State meets my most hearty concurrence. It combines the following advantages over the old district systems adopted in most of the other States where anything of the kind exists:

1st. It proposes one Library for each town, for the use of all the districts in common. In this way, a better Library may be secured, and its supervision will be more efficient.

2d. It proposes a Board of competent and responsible individuals to select these Libraries, thereby securing the right kind of books to be placed in the hands of our youth. *This is a very important feature.*

Such a system, once put into operation throughout the State, would be a power for an incalculable amount of good. It would be silent moral influence constantly forming the social and intel-

lectual habits of the youth in every nook and corner of our new but rising State.

Liberal provision is already made for the support of common schools throughout our State; and an adequate fund is also set apart for the encouragement of Academies and Normal Schools. What is now wanted to complete our system of public education is, reading of the right kind for the people, such as shall form the right material for intellectual culture. Would not a portion of the Drainage Fund prove much more permanently useful to the people if expended in this way than in grubbing out roads and cutting ditches?

Of course, strong guards will have to be thrown around the plan to secure the real benefit of the people, rather than that of book agents and publishers. If all these objects can be secured, and the plan put into operation, it will, I have no doubt, prove one of the greatest blessings ever conferred upon our State.

From Rev. Dr. ROSWELL PARK, President of Racine College.

In reply to your Circular, I do not hesitate to state my decided opinion, that the system of Town Libraries which you propose, would be far more beneficial to our State than that of School District Libraries, now in operation. Especially would this be the case, and a difficulty remedied, if, where there are two or more villages in a township, the Library should be divided correspondingly, and an exchange of the portions be made annually, with permission for any townsman to take a book from either portion, under proper regulations. By Legislative action, the present District Libraries might be combined, to form the nucleus of Town Libraries; multiple copies of the same work being retained or exchanged, as might seem best.

From I. A. LAPHAM, Esq., Milwaukee.

I most heartily concur with you in the proposed movement in regard to Libraries for our public free schools. The books should be chiefly such as convey useful information, rather than mere works of amusement and pastime. All such vile books as you mention should be rigidly excluded.

A large saving may be made by the State purchasing the books from first hands, and having them sent in suitable numbers, directly to the several county seats, from whence they could easily be obtained by the town officers—thus avoiding much unnecessary expense of distribution.

From Hon. CHARLES DURKEE, Kenosha.

You suggest a remodeling of the present Library system connected with our district schools, that is, to establish Town Libraries throughout the State, instead of the present imperfect district system, and ask my opinion as to the propriety of the change.

I give you my views briefly, and with much diffidence, as they are not the result of mature reflection, nor of an extensive observation. The reasons you assign, going to show the superiority of this new proposition over the present one, seem to me to be very obvious. In my opinion then, the adoption of your views is only a question of time. If the people are now prepared to incur the expense, the sooner the change is effected, the better for the cause of education, and the welfare of the State.

From JAMES W. STRONG, Esq., of Beloit, Secretary of the State Teachers' Association of Wisconsin.

The plan proposed in your communication of the 28th ult., of "supplying each Town in Wisconsin with a School Library," "to be annually replenished by a permanent State provision for that purpose," meets my hearty approval in its main idea. The value of good Common School Libraries, to which all the children and citizens of a Town may have access, cannot be over-estimated.

Public sentiment with regard to this, seems to be advancing; and I confidently hope, that before many years shall have passed, School Libraries will be regarded not only as an addition to our educational facilities, but as a most essential requisite in the work of properly educating the young mind, and disseminating through the whole community a correct and elevating literary taste.

The question now, however, does not relate so much to the importance of School Libraries, as to the methods of securing and maintaining them. Probably no plan can be devised entirely free from objection, or respecting which great care will not be requisite in carrying out the minor provisions. A plan most excellent in its general idea, may be rendered inefficient, or indeed, quite worthless, by an unskillful arrangement of its details. It must be evident to every one who has at all observed the operation of our present system, that, however commendable its design, it entirely fails of its great object. My own observation, though limited, corroborates your statement, that only a small portion of the districts have any Libraries at all, and these are scarcely deserving the name; and, moreover, only a very

few of those books which are possessed, are ever used by either pupils or parents. These Libraries are but seldom replenished; and when they are, it is too often by the purchase of volumes which ought never to be placed in the hands of children, and which had better not be read even by adults.

Whether the Town Library system, which has the same object in view, will be more successful, will very much depend, I think, upon the wisdom of its details. I do not propose to discuss these, but will simply make one or two suggestions. Very especial care should be taken, it appears to me, in the arrangements of the plan, that it be properly guarded with respect to the selection of books. This is a vital point. I would also suggest, that selections should be made not for pupils only, but also for the teachers. Every Town Library should include a "Teachers' Library," small it may be, but select, of which those giving instruction may freely avail themselves. I know not how the scholars or the community may be reached more beneficially by the Library, than through the teachers in this way.

I am not quite prepared to approve, nor yet to oppose decidedly your idea of sub-dividing the Library, and changing the localities of the sections once in a few months. It is true that this would secure some of the peculiar advantages of a District Library, but the danger of losing the books, from having them under the charge of so many different individuals, none of whom might feel any especial or permanent responsibility, would be much increased. It does not appear to me quite safe to make thus a Circulating Library. Almost every town has some locality sufficiently central for practical purposes, where the Library could be permanently kept, and all the citizens accommodated. But still some such plan as that which has been tried in Michigan, where the Director of each district draws from the Township Library every three months, the number of volumes his district is entitled to, which, for the time being, constitutes the District Library, might prove successful, and I am not certain but that this would be the best way of making the Library available to all.

It is to be hoped, that some action will be taken upon this subject by the next Legislature, as almost any plan, it seems to me, would be preferable to our present inefficient system.

From Hon. CHARLES M. BAKER, Geneva, Walworth county.

I have just received your Circular of the 28th ult., requesting my views as to a proposition to be submitted to the next Legislature of this State to change the present School District Library system, to a Town Library system.

It appears to me that such a change is called for, and with proper guards and provisions would be eminently useful. Two desirable results would be thus produced; 1st, good selections of books; and 2d, a much larger number of volumes furnished for perusal; the effect of which should be a greater diffusion of intelligence, and that of a wider and higher range. The chief objection would be, that the facilities of access to the Library in remote districts would be less than under the present system. This in part might be obviated by granting the use of books to those living two or more miles from the Library for a longer period than to those living nearer.

From Rev. ALFRED BRUNSON, Prairie du Chien.

Your Circular in reference to the Town Library system, was received a few days since, and the contents duly considered. At the first sight the plan struck my mind favorably, and also the thought that it might be connected with existing or future formed town and city Libraries to advantage, thus giving a greater number of both books and variety, and have the whole under better municipal regulations, than to have separate Libraries in the same place.

I saw by your issuing a Circular, that you desired to feel of the public pulse on the subject, and, believing that the stronger this pulse beat, the more satisfactory to you, I submitted the Circular to "*The Literary and Library Association of Prairie du Chien*," which was incorporated last winter; and the Association at once approved of your plan, as will be seen from the annexed copy from their proceedings last night.

As you do not give the details of your plan, nor the provisions of your proposed bill, to be presented to the Legislature, but ask my opinion generally upon the subject, in addition to a favorable answer, I venture a few suggestions.

1. It must be a paramount object, to have the Library preserved as much as possible, from *waste* and *damage* in the use of it. To secure this object, it must be under the care and supervision of a suitable and trusty person; and such a person should receive *some* compensation for his time, trouble, and use of the room, as Librarian; giving the Town Superintendent the general oversight of the *Town* books, whether in one, two, or more divisions.

2. What better way to raise the means to meet this expense of Librarian, than a tax of 25 cents per quarter, or 5 or 10 cents per volume, upon those who use the books, and a fine for all damages done the books, or for detaining them longer than the prescribed rule permits?

3. Either the law should prescribe all the rules and regulations, or a Board of Directors should be elected, who should make such rules and regulations.

4. Where there is a Circulating Library already, or hereafter established in a Town, cannot this Town Library be attached to the one in existence, and be subject to the control of the same Board?

Our town is in two general divisions—upper and lower town. The Literary and Library Association is in the lower town, while a majority of the inhabitants are in the *upper* town. There is a spirit of rivalry existing between the two, and whether the upper town will agree to have *all* the Library in the lower town, is questionable; and if not, the Town Library must be divided, as the lower town will not go up town for their books, while they have over 300 volumes of their own. The upper town is in two or three school districts—the lower town in one, as yet. But the lower town has the largest and best school-house, now nearly finished, in which we contemplate a primary, intermediate, and high school to be kept.

5. The Library should be subject to as few *removals* as possible, to preserve from damage, and should be in the hands of a person whose business keeps him at home, in his shop, store, or office, as much as practicable, so as to accommodate the issue and return of books.

“At a regular meeting of the *Literary and Library Association of Prairie du Chien*, held Nov. 9th, 1858, the President, Rev. A. BRUNSON, presented a printed Circular from Hon. L. C. Draper, Superintendent of Public Instruction, dated Oct. 28, 1858, relative to a town system of Libraries, instead of District ones, as now provided for by law; whereupon, it was unanimously,

Resolved, That this Association heartily concur in the views of Mr. Draper, and recommend the adoption of the system of Town, instead of School District Libraries.

Attest:

(Signed) GEO. COUSLAND,
Secretary.

From Rev. REUBEN SMITH, Town Superintendent, Beaver Dam.

I appreciate fully the honor of being consulted on the subject of School Libraries. It is a subject on which I have thought much, and with which I have had something to do—both here and elsewhere, and I shall be happy to communicate with you, on any views I may entertain on the subject.

As to its importance, no one can entertain a doubt, who has

given any attention to the subject; and I am persuaded that his convictions will be increased as to that importance, in proportion to his experience and observation. I succeeded last year, for the first time, in procuring a Library for our principal city school, of about 70 volumes. I had *all* the work to do myself—while the *Board*—to whom (according to our present law) it exclusively belongs—barely *suffered* me to go on; and I appropriated, at discretion—as permitted—a certain amount of our annual appropriation from the State for that purpose. But I had also to make the selection, provide a book-case, cover the books, insert printed rules, and put all into *the teacher's* hands, who consented to act as Librarian. Now you will see, that in much of this, I had to act in the place of others, and that the law needs amendment. *Then things must be done by one man, or they will not be done at all.*

And now as to results already experienced. One of the popular objections against providing any Library, was—that our young people had books enough, lying on the parlor table at home, which they did not read; why then procure more? The answer is in the fact reported by our Librarian, at the close of the first six months—of these 70 volumes, there had been about 500 readings!—*i. e.* at the rate of 1,000 a year.

2. *As to the books selected.* I agree with you, that under our present system, they are generally worse than useless. Miserable trash, or mischievous poison—the only alleviating circumstance is, that they are so miserably bound, or so carelessly looked after, as to be out of the way in a short time. Here, again, we want amendment in our law, and stringent provision. All this should be attended to, in my opinion, by *one man*, in advisory conjunction, perhaps, with the Board of Directors, and subject, of course, to an annual report. He should be a man of large reading, good taste, sound judgment, and, above all, possessed of an honest and enlightened morality. Such service, you cannot get, or expect, in a popular Board.

I believe I may say without arrogancy, that in the Library selected by me, there is not one volume in history, biography, science, or general literature, which might not be read with propriety by a son or daughter. But it requires no small sum, to make a competent selection of this character. Ours ought to be doubled at once, and then added to every year. I have given notice, that, if I am continued Superintendent, this shall be, together with a pair of globes. We have some philosophical apparatus already.

3. Thus far, I presume, we should entirely agree; but in regard to making them *Town* instead of *District* Libraries, I submit for your consideration, some objections. On this plan,

I am confident, as before, you must have *one man* to attend to the whole; and then, it is obvious, it would require all his time, and could not be done, without a small salary. Perhaps, however, the State will provide for this; and then the question will only have to be decided, whether there would not be jealousies and collisions between the districts—and whether the whole work would be as well done, as by a proper Superintendent, and proper Librarian for each school, and more stringent laws, such as I hope we shall have.

On the whole, my prevailing view at present is, that the State should make separate appropriations for Libraries, maps, apparatus, &c., and not have it discretionary with districts whether they will have a Library or not. That a given sum should be granted to each town or city, graduated by population; or better, by the *number of scholars attending each school*—33 cents to a scholar, perhaps, would make a good beginning. In the particular regulations adopted, the State should designate the proper officers, and form of organization—whether in town or districts; and make them responsible both for books selected, and the care that is taken of them. I wish you much success in the prosecution of this important enterprise.

From Rev. J. B. PRADT, Sheboygan, formerly County Superintendent of Potter County, Penn.

Your Circular in regard to School Libraries is received, and am truly glad you have taken the matter in hand.

It has long seemed to me, that a principal defect in our management of school affairs, in this and other States, is a want of concentration of interest and effort. The little district or neighborhood Library, is a natural concomitant of the district school, and both are abortive. Town Libraries, having everything to recommend them over the smaller Libraries now contemplated, and would readily connect themselves with the idea of a Union Central School, in each town, or other municipality. The two things would mutually help each other. The location of the Library is a matter of less consequence, however, than its being called into efficient existence, and while it might properly be deposited in a Central High School-house, and thus stimulate and aid the larger pupils, and form an additional link between the people and the principal school in the town—where such school exists—it might of course be located in any other suitable place.

The divisions of a Library into sections, as you propose, might have advantages, and it would be well enough to permit this arrangement, if desired.

I am more in doubt about the matter of furnishing the books. In this, two things, it seems to me, are to be kept in view—the selection of good books, and the excitement of proper interest on the part of the people. Economy in the purchase of the books should not be overlooked. Should the State send a Library to each town *free of all expense*, and without invoking *any* action on their part, it is to be feared that the boon would not be properly appreciated. People take far more interest and pride in what they have got up themselves, and will take better care of that which has cost them something, than of a gratuity.

I should say, therefore, that the best plan would be for the State to provide for the selection of a judicious list of books; that a catalogue should be sent to each town; that the town should be made to furnish each town (within certain restrictions, according to the population, or pupils in the schools,) with an amount of books equal in value to the amount which they should elect to purchase themselves. It would be very easy to indicate in the catalogue, judicious selections of books worth, one, two, five, or any number of hundred dollars, which would be sent to any town, agreeably to the prescribed rules, on receipt of *one-half the cost*.

It is to be presumed that in many towns this course would be preferred. If, however, any towns preferred to select their own books wholly or in part, though they might not always select judiciously, they would at least be confined within the limits of an unexceptionable catalogue. By suitable arrangements with the best publishers, the best books could, of course, be obtained at a very moderate cost.

I trust you may be successful in awakening new interest in this important instrument of public instruction, and that your suggestions will have the weight which they ought to have with the Legislature. The suggestions which I have made, accord most nearly with the Upper Canadian Library system, which seems to me, on the whole, to be the most judicious of any which I have examined. You are undoubtedly familiar with the system.

From Col. L. H. D. CRANE, of Ripon, formerly Town Superintendent of Dodgeville.

I consider the present system of District Libraries to be a perfect humbug. A State system properly guarded might do well. You are on the right track. Elucidate the system, and if it seems practicable, and not too expensive, count me in.

From A. M. MAY, Esq., Ripon.

In reply to your Circular, concerning the establishment of Town School Libraries, I would say, that it meets my decided approval.

I have long considered the present system as almost useless, and the purchasing of books for our present Libraries almost as a throwing away of the Library money. And I consider the adoption of a Town system, or something like it, for Libraries, as the only means of accomplishing the end for which School Libraries were established.

As far as I am acquainted with District Libraries, I know of but two that are worthy of the name; and these two are in small districts; and although many districts have Libraries, (so called,) they are of a class that no parent that wishes to furnish proper food for the minds of his children, would place in their hands.

As a secondary matter: The districts of the State are now supplied with *Webster's Unabridged*; and it seems to me, that the State could do no better thing for the interests of the rising generation who attend her common schools, than to furnish each district with a copy of *Lippincott's Gazetteer*. It is a work that every teacher ought to have, but which, I am sorry to say, most of them are, or at least feel, too poor to buy; or, at least, on account of their *migrating* propensities, perhaps, they think it will not pay to get, and carry around the world with them; which evil I hope will be remedied as far as possible, by the adoption of the School System proposed at the last State Teachers' Association. But the State might furnish the districts each with a copy, and it would be a lasting benefit; or, make it one of the books of the Library spoken of. I earnestly hope the Town School Library System will be adopted.

From A. PICKETT, Esq., Principal of the Horicon High School.

I am satisfied that our present Library system, as well as our general school system, fails of proper results. I have visited many schools in the State, but have rarely seen a Library, though I think, perhaps, the fault lies most in want of vitality in our general school system.

Wherever we find either good schools or Libraries, they seem to be the offspring of individual enterprise, and not the effect of any general plan. There is, in my mind, no doubt of the superiority of your plan over the present. Yet we feel most the want of a school room Library.

From JAMES H. MAGOFFIN, Esq., Principal of the High School,
Waukesha.

Your Circular, dated Oct. 28, 1858, on the subject of School Libraries, was received last evening, and I hesitate not to reply, that my feeble voice may give its mite of encouragement to the head of our Public School System.

I am much pleased with the plan proposed. I have often wished for something of *precisely* this kind. I think, however, that instead of its being merely an *advised* plan in regard to the sub-division of the towns into sections, it should be a provision of law.

From Dr. WM. HENRY BRISBANE, of Arena.

Yours of the 28th ult. is at hand. I approve the idea of having the Town instead of the District Library System, provided we can have the Librarian appointed by the State Superintendent, with a salary of fifty-two dollars a year, so as to allow him to attend every Saturday afternoon at the Library, to receive and give out books. I would have the Librarian give bonds for the safe care of the books; and I would have him to require a deposit of some other book, until the one taken out be returned, the book on deposit being of higher value than the one taken out; or the deposit might be in money, more than the value of the book. In this way, there will be security for the return of the books.



MORAL AND RELIGIOUS INSTRUCTION IN PUBLIC SCHOOLS.

OFFICE OF SUP'T of PUBLIC INSTRUCTION,
MADISON, Wis., May 31st, 1858.

DEAR SIR:—I duly received your favor of the 20th inst., in which you inform me, that the Board of Education of Watertown, of which you are a member, have “unanimously resolved that the reading of the Bible, and all forms of prayer, be continued.” You assign, as your justification for this action, the fact that your community is composed of so many different national elements; and, in conclusion, you ask my opinion on the subject.

I very much regret that there should have occurred any serious differences of opinion in regard to the management of the public schools in your city; and, above all, do I regret that such differences should have had their origin with reference to the use of the Bible. The Constitution, very properly, I think, prohibits “sectarian instruction” in the public schools of this State; but this certainly cannot justly be construed to mean the total exclusion of the Bible from the schools, or that simply repeating the Lord’s Prayer, as has been done in your public schools, or indeed uttering any other liberal, unobjectionable prayer, could, in any just sense, be regarded as sectarian. This is my view and understanding of the matter, and I feel quite confident that this is also the practical, common-sense view taken of it by the great mass of the people of Wisconsin, without any regard to sectarian connections or partialities.

You ask if the reading of the Scriptures and offering prayer are the common practice in the public schools in this State? To a considerable extent, I presume it is; perhaps almost invariably so, when in accordance with the teacher’s wishes. And such, too, is the practice, to a great extent, in other portions of our own country, and in Europe. And, more than this, religious instruction is imparted in the public schools of the most enlightened countries of the world—in some of them it is sectarian, but in many it is not. In Great Britain, France, Prussia, Germany, Belgium, Holland, Bavaria, Saxony, Austria, Norway,

Sweden, and Switzerland, more or less religious instruction is given in the public schools; and even in Russia it is a national maxim, that "religious teaching constitutes the only solid foundation of all useful instruction."

No more enlightened statesman, or abler advocate for religious instruction in the public schools, has appeared in any age or country than the celebrated M. GUIZOT, who has repeatedly been chosen as the Minister of Public Instruction in France. In addressing the French Chambers, while discussing his scheme of primary education for France, he said: "You have admitted moral and religious instruction as an essential part of primary education; but, gentlemen, moral and religious instruction is not like a reading lesson, or a question in arithmetic, to be gone through at a particular hour, and then laid aside. Moral and religious instruction is a work of all hours and all times. The atmosphere of a school ought to be moral and religious, and this is the only condition on which you can have moral and religious instruction in your schools. Children reach the age in which the sciences are to be studied, but in Primary Schools, if you lay not a foundation of morality and religion, you build upon the sand. Does not the teacher open and close the school with prayer? In teaching the children to read, is it not in the Catechism? In teaching them History, is it not that of Scripture? In a word, religious instruction is mingled with all the proceedings at all hours, in a Primary School. Take heed of a fact, which was never so brightly apparent as at this day: Intellectual culture, if accompanied by moral and religious culture, produces ideas of order, and of submission to the laws, and becomes the basis of the greatness and prosperity of society. Intellectual culture alone, not so accompanied, produces principles of insubordination and disorder, and endangers the social compact." Elsewhere speaking of his bill, he observed: "By moral and religious instruction, it provides for another class of wants quite as real as the others, and which Providence has placed in the hearts of the poorest, as well as of the richest, in this world, for upholding the dignity of human life, and the protection of social order." Speaking of the teacher, and his high and important mission, he remarked: "Nothing can supply for you, the desire of faithfully doing what is right. You must be aware, that, in confiding a child to your care, every family expects that you will send him back an honest man; the country, that he will be made a good citizen. You know that virtue does not always follow in the train of knowledge; and that the lessons received by children might become dangerous to them, were they addressed exclusively to the understanding. Let the teacher, therefore, bestow his first care upon the cultivation of the morals

of his pupils. He must unceasingly endeavor to propagate and establish those imperishable principles of morality and reason—without which, universal order is in danger; and to sow in the hearts of the young those seeds of virtue and honor, which age, riper years, and the passions, will never destroy. Faith in Divine Providence, the sacredness of duty, submission to parental authority, the respect due to the laws, to the King, and to the rights of every one—such are the sentiments which the teacher will strive to develop."

Professor STOWE, in his *Report on Elementary Instruction in Europe*, remarks: "In regard to the necessity of moral instruction and the beneficial influence of the Bible in schools, the testimony was no less explicit and uniform. I inquired of all classes of teachers, and men of every grade of religious faith, instructors in common schools, high schools, and schools of art, of professors in colleges, universities and professional seminaries, in cities and in the country, in places where there was a uniformity, and in places where there was a diversity of creeds, of believers and unbelievers, of rationalists and enthusiasts, of Catholics and Protestants; and I never found but one reply, and that was, that to leave the moral faculty uninstructed was to leave the most important part of the human mind undeveloped, and to strip education of almost everything that can make education valuable; and that the Bible, independently of the interest attending it, as containing the most ancient and influential writings ever recorded by human hands, and comprising the religious system of almost the whole of the civilized world, is in itself the best book that can be put into the hands of children, to interest, to exercise, and to unfold their intellectual and moral powers. Every teacher whom I consulted, repelled with indignation that moral instruction is not proper for schools; and spurned with contempt the allegation, that the Bible cannot be introduced into common schools without encouraging a sectarian bias in the matter of teaching; an indignation and contempt which I believe will be fully participated in by every high-minded teacher in christendom."

Professor STOWE, speaking of the German teacher, observes: "Sometimes he calls the class around him, and relates to them, in his own language, some of the simple narratives of the Bible, or reads it to them in the words of the Bible itself, or directs one of the children to read it aloud; and then follows a friendly, familiar conversation between him and the class, respecting the narrative; their little doubts are proposed and resolved, their questions put and answered, and the teacher unfolds the moral and religious instruction to be derived from the lesson, and illustrates it by appropriate quotations from the didactic and precep-

tive parts of the Scriptures. Sometimes he explains to the class a particular virtue or vice, a truth or a duty; and after having clearly shown what it is, he takes some Bible narrative which strongly illustrates the point in discussion, reads it to them, and directs their attention to it, with special reference to the preceding narrative."

"Nothing," says HORACE MANN, "receives more attention in the Prussian schools than the Bible. It is taken up early, and studied systematically. The great events recorded in the Scriptures of the Old and New Testament; the character and lives of those wonderful men, who, from age to age, were brought upon the stage of action, and through whose agency the future history and destiny of the race were to be so much modified; and especially, those sublime views of duty and of morality which are brought to light in the Gospel, these are topics of daily and earnest inculcation in every school. To these, in some schools, is added the history of the Christian religion, in connection with contemporary civil history. So far as the Bible lessons are concerned, I can ratify the strong statements made by Prof. STOWE, in regard to the absence of sectarian instruction, or endeavors at proselytism."

LORD BROUGHAM, in pleading for a system of national education for England, exclaimed: "Shall we, calling ourselves the friends to human improvement, balance any longer upon some party interest, some sectarian punctilio, or even some refined scruple, when the means are within our reach to redeem the time, and to do that which is most blessed in the sight of God, most beneficial to man? Or shall it be said, that between the claims of contending factions in Church or in State, the Legislature stands paralyzed, and puts not forth its hand to save the people placed by Providence under its care, lest offence be given to some of the knots of theologians who bewilder its ears with their noise, as they have bewildered their own brains with their controversies? Lawgivers of England! I charge ye, have a care! Let us hope for better things. Let us hope it, through His might and under His blessing who commanded the little children to be brought unto Him, and that none of the family of mankind should be forbidden; of Him who has promised the choicest gifts of His Father's kingdom to those who in good earnest love their neighbors as themselves."

HON. THOMAS WYSE, who was, a few years since, a distinguished Roman Catholic member of the British Parliament, in his work on *Education Reform*, thus expresses himself on this point: "What is true of individuals, is still truer of societies. A reading and writing community may be a very vicious community, if morality (not merely its theory, but its practice,) be

not as much a portion of education as reading and writing. Knowledge is only a branch of education, but it has too often been taken for the 'whole.' "When I speak of moral education," continues Mr. WYSE, "I imply religion; and when I speak of religion, I speak of Christianity. It is morality, it is conscience *par excellence*. Even in the most worldly sense, it could easily be shown that no other morality truly binds, no other education so effectually secures even the coarse and material interests of society. The economist himself would find his gain in such a system. Even if it did not exist, he should invent it. It works his most sanguine speculations of good into far surer and more rapid conclusions, than any system he could attempt to set up in its place. No system of philosophy has better consulted the mechanism of society, or joined together with a closer adaptation of all its parts, than Christianity. No legislator who is truly wise—no Christian will for a moment think—for the interests of society and religion—which are, indeed, only one,—of separating Christianity from moral education."

Mr. WYSE observes again: "In teaching religion and morality, we naturally look for the best code of both. Where is it to be found? Where, but in the Holy Scriptures? Where, but in that speaking and vivifying code, teaching by deed, and sealing its doctrines by death, are we to find that law of truth, of justice, of love, which has been the thirst and hunger of the human heart in every vicissitude of its history. From the mother to the dignitary, this ought to be the Book of Books; it should be laid by the cradle and the death-bed; it should be the companion and the counsellor, and the consoler, the Urim and Thummim, the light and the perfection of all earthly existence."

Hon. J. B. MEILLEUR, late Superintendent of Education for Lower Canada, thus remarks in his last Annual Report: "As the moral and religious department of education has become matter of discussion, and some have proposed that we should limit our teaching in our schools to the ordinary acquirements of science, without troubling ourselves with religious education, I consider it my duty to protest in this place against the fatal tendency of such a system. The aim of education is to render men perfect, and to qualify them to fulfill their duties towards God, towards their families, towards society, and towards themselves. Every system of education having a different object would be subversive of the great principles on which society is based, and without which a nation could never become strong, or great, or prosperous. Every system of national education

ought to be, above all, moral and religious, and without this we could not have a well-ordered society."

WASHINGTON, in his Farewell Address to the American People, has left us this noble testimony in favor of Religion and Morality: "Of all the dispositions and habits which lead to political prosperity, Religion and Morality are indispensable. In vain would that man claim the tribute of patriotism, who should labor to subvert these great pillars of human happiness, these firmest props of the duties of men and citizens." The mere politician, equally with the pious man, ought to respect and to cherish them. A volume could not trace all their connexions with private and public felicity. Let it simply be asked, where is the security for property, for reputation, for life, if the sense of religious obligation desert the oaths, which are the instruments of investigation in courts of justice? And let us with caution indulge the supposition, that morality can be maintained without religion. Whatever may be conceded to the influence of refined education on minds of peculiar structure, reason and experience both forbid us to expect that national morality can prevail in exclusion of religious principle. It is substantially true, that virtue or morality is a necessary spring of popular government. The rule, indeed, extends with more or less force to every species of free government. Who, that is a sincere friend to it, can look with indifference upon attempts to shake the foundation of the fabric? Promote, then, as an object of primary importance, institutions for the general diffusion of knowledge."

The profound intellect of DANIEL WEBSTER was especially directed to the connection of the Bible and Christianity with educational institutions, as may be seen by the following extracts from his masterly argument in the Girard College case in the Supreme Court of the United States: "I maintain," said WEBSTER, "that, in any institution for the instruction of youth, where the authority of God is disowned, and the duties of Christianity derided and despised, and its ministers shut out from all participation in its proceedings, there can no more be charity, true charity, found to exist, than evil can spring out of the Bible, error out of truth, or hatred and animosity come forth from the bosom of perfect love. * * * * *

"The ground taken is, that religion is not necessary to morality; that benevolence may be insured by habit, and that all the virtues may flourish, and be safely left to the chance of flourishing, without touching the waters of the living spring of religious responsibility. With him who thinks thus, what can be the value of the Christian revelation? So the Christian world has not thought; for by that Christian world, throughout

its broadest extent, it has been, and is, held as a fundamental truth, that religion is the only solid basis of morals, and that moral instruction not resting on this basis is only a building upon sand. And at what age of the Christian era have those who professed to teach the Christian religion, or believe in its authority and importance, not insisted on the absolute necessity of inculcating its principles and its precepts upon the minds of the young? In what age, by what sect, where, when, by whom, has religious truth been excluded from the education of youth? Nowhere; never. Everywhere, and at all times, it has been, and is regarded as essential. It is the essence, the vitality, of useful instruction. * * * *

"Mr. Girard says that there are such a multitude of sects, and such diversity of opinion, that he will exclude all religion and all its ministers, in order to keep the minds of the children free from clashing controversies. Now, does not this tend to subvert all belief in the utility of teaching the Christian religion to youth at all? Certainly, it is a broad and bold denial of such utility. To say that the evil resulting to youth from the differences of sects and creeds overbalances all the benefits which the best education can give them, what is this but to say that the branches of the tree of religious knowledge are so twisted, and twined, and commingled, and all run so much into and over each other, that there is therefore no remedy but to lay the axe at the root of the tree itself? It means that, and nothing less! Now, if there be anything more derogatory to the Christian religion than this, I should like to know what it is. In all this we see the attack upon religion itself, made on its ministers, its institutions, and its diversities. And that is the objection urged by all the lower and more vulgar schools of infidelity throughout the world. In all these schools, called schools of Rationalism in Germany, Socialism in England, and by various other names in various countries which they infest, this is the universal cant. The first step of all these philosophical moralists and regenerators of the human race, is to attack the agency through which religion and Christianity are administered to man. But in this there is nothing new or original. We find the same mode of attack and remark in Paine's 'Age of Reason.' We find the same view in Volney's 'Ruins of Empires.' * * *

"But this objection to the multitude and differences of sects is but the old story, the infidel argument. It is notorious that there are certain great religious truths which are admitted and believed by all Christians. All believe in the existence of a God. All believe in the immortality of the soul. All believe in the responsibility, in another world, for our conduct in this.

All believe in the divine authority of the New Testament. Dr. Paley says that a single word from the New Testament shuts up the mouth of human questioning, and excludes all human reasoning. And cannot all these great truths be taught to children without their minds being perplexed with clashing doctrines and sectarian controversies? Most certainly they can.

* * * * *

"But, it is asked, what could Mr. Girard have done? He could have done as has been done in Lombardy by the Emperor of Austria, as my learned friend has informed us; where, on a large scale, the principle is established of teaching the elementary principles of the Christian religion, of enforcing human duties by divine obligations, and carefully abstaining in all cases from interfering with sects or the inculcation of sectarian doctrines. How have they done in the schools of New England? There, as far as I am acquainted with them, the great elements of Christian truth are taught in every school. The Scriptures are read, their authority taught and enforced, their evidences explained, and prayers usually offered.

"The truth is, that those who really value Christianity, and believe in its importance, not only to the spiritual welfare of man, but to the safety and prosperity of human society, rejoice that in its revelations and its teachings there is so much which mounts above controversy, and stands on universal acknowledgment. While many things about it are disputed or are dark, they still plainly see its foundation and its main pillars; and they behold in it a sacred structure, rising up to the Heavens. They wish its general principles, and all its great truths, to be spread over the whole earth. But those who do not value Christianity, nor believe in its importance to society or individuals, cavil about sects and schisms, and ring monotonous changes upon the shallow and so often refuted objections founded on alleged variety of discordant creeds and clashing doctrines."

"We scruple not to say here," says BARNARD's *American Journal of Education*, "that our pupils are young immortals, and we realize our duty to them in this important aspect. We open our schools with the reading of a passage of Scripture without note or comment, and we invoke the blessing of God at the commencement of each day upon the duties and labors of the day before us. It is done solemnly and seriously, and not as an unmeaning service. Nor do we hesitate to use the general precepts of religion in moral instruction; but not by a word or act, or even by implication, is one attempt made to inveigle or decoy any pupil into the meshes of any denominational net, or to carry the citadel of any heart for an external form, or a secta-

rian creed. We believe that education can never be complete without the culture of the heart. We know of no truth like Bible truth, no power like Bible power, for this purpose. We avoid, with the most scrupulous care, the propagation of any sectarian view, but if we wish a golden rule, 'All things whatsoever ye would that men should do to you, do ye even so to them,' we hesitate not to adopt it because it is in the Bible, or because the sublime precept first fell from the lips of the Redeemer of man. Nor do we hesitate to go to the Bible for those fundamental truths that lie at the foundation of all correct philosophy, and which can be derived from no other source with equal clearness, some of them from no other source at all, as the creation of the world, the Bible view of which alone can set at rest all questions on the subject of cosmogony. It is general truth, simple moral truth, as it affects our relations with and to our fellow-men, and simple religious truth, as it affects our relations to God, not controversial or controverted points, that we feel at perfect liberty to use and inculcate, because they are in consistency with the views of all sects. It is what may lead our pupils, when they grow up, to be thoughtful and examine for themselves their duties to God and man in their broadest sense. Let us take care that in our horror of sectarianism, we do not lose sight of the fact admitted by all sects, that the God of our Bible is the God of our nation, acknowledged in its foundation, acknowledged hitherto in its progress and in its rising glory. Let us not, from a dread of sectarianism, induce Him to spread his sheltering wing, and take his flight forever from our public institutions. Disastrous indeed, fatally disastrous, would such withdrawal be. We have no greater evil as a nation to fear."

Nearly all our Legislative Assemblies, and successive sessions of Congress, have, from Colonial days to the present, so far recognized a superintending Providence as to open their daily sessions with prayer. What could be more befitting both teacher and scholars, in their arduous and important avocations, than to unite, at the commencement of their daily toils, in reading a portion of the Sacred Scriptures, repeating the memorable prayer of our Lord and Savior, or otherwise humbly invoking the blessings of the Most High.

"At the meeting of the first Congress," says Webster, "there was a doubt in the minds of many of the propriety of opening the session with prayer; and the reason assigned was, as here, the great diversity of opinion and religious belief. At length Mr. SAMUEL ADAMS, with his gray hairs hanging about his shoulders, and with an impressive venerableness now seldom to be met with, (I suppose owing to the difference of habits,) rose in that assembly, and, with the air of a perfect Puritan, said that it did not become men, professing to be Christian men, who

had come together for solemn deliberation, in the hour of their extremity, to say that there was so wide a difference in their religious belief, and they could not, as one man, bow the knee in prayer to the Almighty, whose advice and assistance they hoped to obtain. Independent as he was, and an enemy to all prelacy as he was known to be, he moved that the Rev. Mr. DUCHE, of the Episcopal Church, should address the Throne of Grace in prayer.

"And John ADAMS, in a letter to his wife, says that he never saw a more moving spectacle. Mr. DUCHE read the Episcopal service of the Church of England, and then, as if moved by occasion, he broke out into extemporaneous prayer. And those men, who were then about to resort to force to obtain their rights, were moved to tears; and floods of tears, Mr ADAMS says, ran down the cheeks of the pacific Quakers who formed part of that most interesting assembly. Depend upon it, where there is a spirit of Christianity, there is a spirit which rises above forms, above ceremonies, independent of sect or creed, and the controversies of clashing doctrines."

How replete with practical wisdom and good sense were the remarks of the illustrious FRANKLIN, in the Federal Convention for the formation of our Constitution, pleading for prayer at the opening of each daily session. "Groping, as it were, in the dark," said FRANKLIN, "to find political truth, and scarce able to distinguish it when presented to us, how has it happened, Sir, that we have not hitherto once thought of humbly applying to the Father of Lights, to illuminate our understandings? In the beginning of the contest with Great Britain, when we were sensible of danger, we had daily prayer in this room for the Divine protection. Our prayers, Sir, were heard, and they were graciously answered. All of us who were engaged in the struggle must have observed frequent instances of a superintending Providence in our favor. To that kind Providence we owe this happy opportunity of consulting in peace on the means of establishing our future national felicity. And have we now forgotten that powerful friend? Or do we imagine that we no longer need his assistance? I have lived, Sir, a long time, and the longer I live, the more convincing proofs I see of this truth—that *God governs in the affairs of men.*"

It will be recollected that General TAYLOR, during his Presidency, recommended a day of humiliation, fasting, and prayer, on account of that dreadful scourge, the cholera, that then prevailed so extensively and fatally in our land. It is well known, that [the scourge ceased almost instantaneously after the observance of the day of prayer, as did the tempest on the sea of Gennesareth when the audible voice of God commanded, "Peace—be still!"

In discussing a subject of this character, many other high authorities might easily be cited in favor of the use of the Bible, and of moral and religious instruction in public schools, and of the peculiar propriety of opening their daily sessions with prayer—and all this, without necessarily having the least connection with sectarianism. Enough, I trust, on these points has already been adduced. With the weighty opinion of a WASHINGTON, a FRANKLIN, an ADAMS, a JEFFERSON, a BURKE, a BROUGHAM, a WEBSTER, a STOWE, and a MANN, among Protestants, and of a GUIZOT, a WYSE and a MCHILLEUR among the enlightened educators of Catholic countries, together with the almost universal experience of this country, and my own personal observation of nearly forty years, I am unwilling to believe that any other than the happiest results would be likely to follow a discreet, un-sectarian use of the Bible in public schools, the inculcation of moral duties and obligations, and the opening of daily sessions of school with prayer.

A recognition of God as ruling in the affairs of men is substantially found in the Declaration of Independence, in the Constitution of the United States, and the Constitution of Wisconsin.* Christianity is everywhere incorporated in the law of

* The Boston *Investigator*, the avowed organ and exponent of the Free Thinkers of this country, has charged me with making a "false statement" in asserting that "a recognition of God, as ruling in the affairs of men, is substantially found in the Declaration of Independence, in the Constitution of the United States, and the Constitution of Wisconsin." The signers of the immortal Declaration of Independence expressed in that instrument their "firm reliance on the protection of Divine Providence;" and the Constitution of this State commences with the declaration, "We, the people of Wisconsin, grateful to God for our freedom," &c. So far, then, as these two State papers are concerned, they not only *substantially*, but *positively*, recognize God as ruling in the affairs of men. I was fully aware of this when I penned the sentence that the *Boston Investigator* now so boldly denies; and as the Constitution of the United States was less explicit, I made the qualification that such recognition is "*substantially* found" in those three State papers. In two of them, the recognition is positive; in the other the "*substance*" is found, as I shall proceed to show.

While the word "God" is not expressed in the Constitution of the United States, yet twice in that instrument are oaths or affirmations provided—the President being required to "*solemnly swear*" that he will faithfully perform the duties of his office and preserve, protect, and defend the Constitution; and the Senators and Representatives in Congress, members of the several State Legislatures, and all executive and judicial officers, both of the United States and of the several States, "shall be bound by oath or affirmation, to support the Constitution."

What, then, is the nature of an oath? DANIEL WEBSTER, the great expounder of the Constitution, declares, that "We hold life, liberty, and property in this country upon a system of oaths; oaths founded on a religious belief of some sort. And that system which would strike away the great substratum, destroy the safe possession of life, liberty, and property, destroy all the institutions of civil society, cannot and will not be considered as entitled to the pro-

the land. It is recognized by Congress and by State Legislatures, and by the laws they enact, as well as by all our Courts of Judicature. The recognition of the Christian Sabbath, and of the religious obligations of oaths, the incorporation of so many of the laws of God, as recorded in the Bible, into the fundamental laws of the land, and the universal respect paid to religion and religious observances, all tend to prove that the silent, yet all-powerful influences of Christianity are indissolubly in-

tection of a court of equity." Judge STORY, in his *Commentaries on the Constitution*, referring to the President's oath of office, observes: "It is a suitable pledge of his fidelity and responsibility to his country; and creates upon his conscience a deep sense of duty. *by an appeal at once, in the presence of God and man, to the most sacred and solemn sanctions which can operate on the human mind.*"

WASHINGTON presided over the Constitutional Convention, and when the oath of office as President was administered to him by Chancellor LIVINGSTON in 1789, he declared in his inaugural address, that "it would be peculiarly improper to omit, in this first official act, my fervent supplications to that ALMIGHTY BEING who rules over the universe—who presides in the councils of nations—and whose providential aids can supply every human defect, that His benediction may consecrate to the liberties and happiness of the people of the United States, a government instituted by themselves for these essential purposes; and may enable every instrument employed in its administration to execute with success the functions allotted to his charge. In tendering this homage to the GREAT AUTHOR of every public and private good, I assure myself that it expresses your sentiments not less than my own; nor those of my fellow citizens at large, less than either. No people can be bound to acknowledge and adore the invisible hand which conducts the affairs of men, more than the people of the United States. Every step by which they have advanced to the character of an independent nation, seems to have been distinguished by some token of providential agency; and in the important revolution just accomplished in the system of their united government, the tranquil deliberations, and voluntary consent of so many distinct communities, from which the event has resulted, cannot be compared with the means by which most governments have been established, without some return of pious gratitude, along with an humble anticipation of the future blessings which the past seem to presage. These reflections, arising out of the present crisis, have forced themselves too strongly on my mind to be suppressed."

President MADISON, who is regarded as the Father of the Constitution, and was the master-spirit of the Convention which formed it, observes in his first inaugural address, "We have all been encouraged to feel the guardianship and guidance of that ALMIGHTY BEING, whose power regulates the destiny of nations, whose blessings have been so conspicuously dispensed to this rising Republic." JEFFERSON, in his first inaugural address, "acknowledged and adored an over-ruling PROVIDENCE" in the affairs of men.

The Constitution of the United States recognizes God as ruling in the affairs of men, by the solemn oaths of office which it imposes; sanctioned by WASHINGTON, FRANKLIN and MADISON, who were members of the Convention which framed it; sanctioned by every successive President taking that solemn oath, administered upon the Bible; sanctioned by all the Presidents, in their inaugural addresses and annual messages; and further sanctioned by the interpretations of all our great constitutional expounders. The Constitution furthermore, at its close, recognizes "our LORD" in recording the memorable year of its formation. Thus, it will be seen, that there is substantially a recognition of God, as ruling in the affairs of men, in the Declaration of Independence, the Constitution of the United States, and the Constitution of Wisconsin.

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terwoven in our laws, and pervade all classes of society. That *God governs in the affairs of men*, was the deep conviction of the eminent philosopher, FRANKLIN; and in every thoughtful human heart there is an intuitive acquiescence in the truth of this profound remark.

"There is nothing," says WEBSTER, "that we look for with more certainty than this general principle, that Christianity is part of the law of the land. This was the case among the Puritans of New England, the Episcopalians of the Southern States, the Pennsylvania Quakers, the Baptists, the mass of the followers of Whitfield and Wesley, and the Presbyterians; all brought and all adopted this great truth, and all have sustained it. And where there is any religious sentiment among men at all, this sentiment incorporates itself with the law. *Everything declares it*. The massive cathedral of the Catholic; the Episcopalian church, with its lofty spire pointing heavenward; the plain temple of the Quaker; the log church of the hardy pioneer of the wilderness; the mementoes and the memorials around and about us; the consecrated grave-yards, their tombstones and epitaphs, their silent vaults, their mouldering contents; all attest it. *The dead prove it as well as the living*. The generation that are gone before speak to it, and pronounce it from the tomb. We feel it. All, all proclaim that Christianity, general, tolerant Christianity, Christianity independent of sects and parties, that Christianity to which the sword and fagot are unknown, general, tolerant Christianity, is the law of the land."

If it be true, then, that Christianity pervades all the ramifications of society, why should we wish alone to exclude it from the nurseries of education? It has been decided by the Vice Chancellor, in the highest court of England, that "COURTS OF EQUITY, IN THIS COUNTRY, WILL NOT SANCTION ANY SYSTEM OF EDUCATION IN WHICH RELIGION IS NOT INCLUDED." FRANKLIN said to PAINE, when advising against the publication of one of his infidel works, "*Don't unchain the tiger!* If men are so bad with all the restraining influences of the Christian religion, what would they be without them!"* JEFFERSON remarked to

* The *Boston Investigator*, in its strictures on this Circular, has seen fit to use this language: "The man who has the effrontery to assert, as he does, in the Circular of which we are speaking, that FRANKLIN wrote against one of PAINE's works which was not commenced until after the former was dead more than three years, will not be likely to be more magnanimous than intelligent." It is, nevertheless, "in the highest degree probable," as JARED SPARKS observes, that PAINE submitted to FRANKLIN a deistical manuscript as early as about 1787; and FRANKLIN's reply contains not only what I have quoted, but much more quite as pointed and significant. See Sparks' edition of the *Works of Franklin*, vol. x. p. 281, 282.

WEBSTER, "BURKE never uttered a more important truth, than when he exclaimed that a religious education was the cheapest defense of nations." A prominent secular newspaper of our country, the *New York Courier & Enquirer*, recently remarked: "It will not be denied by any man, whether religious or otherwise, that the effect of personal religion upon the individual—and, as a necessary result, upon society, which is but an aggregation of individuals—is in the highest degree happy, important and desirable. In the allaying of unruly passions, the amelioration of selfishness, the uprooting of immorality and vice, the security of life and property, the steadying of trade, the increase of industry—all these upon motives far higher and more reliable than any mercenary ones—its advantages are palpable, and are admitted on every side."

Shall it ever be deemed a sacrilege—a desecration of the noble and holy purposes of education—a blighting injury to the morals of our beloved children, to permit the teachers in the public schools of Wisconsin to read a portion of the Sacred Scriptures, offer a prayer invoking the blessing of God upon their labors and the efforts of the children committed to their charge, or repeat the Lord's Prayer, all beautiful, as it is, in its simplicity and adaptation to the wants of all; or impress upon their young and susceptible minds those incomparable teachings, derived from the Bible, touching their moral duties to their parents, to each other, to society and to God? I confess I cannot conceive how there could be any reasonable objection, any possible harm, in all this—untinctured with sectarianism as it would and should be; but, on the contrary, enduring good, in my opinion, would be the inevitable consequence.

There could be no more beautiful spectacle, none more truly ennobling, than a teacher inculcating and enforcing moral duties upon the young—love to parents, brothers, sisters, companions—love to the race of man, and love to the Giver of all good; love of country, truth, honesty and virtue—charity to the poor and unfortunate, and kindness to the brute creation;—in a word, pressing upon their attention those foundation principles which alone can make them good children, good men, good women, and good citizens. And such instructions can be imparted by the judicious teacher at suitable opportunities, without ever for a moment trenching on sectarian peculiarities.

Such is the abiding conviction, and such the practices of the civilized world. I am sure that the people of Wisconsin, who are generally conceded to possess as much virtue and intelligence as the citizens of any of their sister States, would never consent to utterly banish the Bible from their schools, and thus virtually repudiate its unequalled teachings of virtue and mo-

ality as unfit for the instruction and guidance of the children of their love—children who, at no distant day, must become the rulers and law-givers of the State, and the custodians of all that we now hold dear and sacred, our homes, our country, Christianity and the Bible.

I would not force the attendance of scholars, against their parents' or guardians' will, on the exercises of reading the Scriptures and offering prayer. The conscientious scruples of men are always deserving of respect; and no School Board, or liberal community, would wish to be arbitrary or overbearing in matters of conscience. In all such differences of opinion, there are necessarily two parties, and each have their rights; and these should be equally respected, so far as it is possible to do so. Where there are any honest objections to such exercises—and the School Board should be the judge in such cases—then it might be advisable to have these exercises conducted a little before the regular hour for opening the school, as I learn has been the case in the Watertown schools, or if in school hours, that such scholars might be permitted to retire; so that the children and wards of parents and guardians conscientiously objecting to their attendance on these exercises, might not be compelled to be present.

If a majority of the School Board prefer to have the common version of the Bible read in school, it is their right to claim their preference; if a majority prefer to have Douay or Catholic edition read, it is their equal right to have it—but, in a matter of this kind, the Board in fairness and justness should faithfully represent the wishes of the district. But let the Bible be read, whatever be the version, reverently and impressively, and the blessing of the God of the Bible will never fail to attend it.

If the teacher sees proper, with the consent or approval of the School Board, to make remarks to his school of a moral character and application, he should be extremely cautious, and not travel out of his way to lug in anything that could, even by the most fastidious, be construed into a sectarian tendency. Such conduct would be bigoted, uncalled for, and unjustifiable—a direct infringement of the Constitution, and a violation of all confidence reposed by the district in the judgment and propriety of the teacher; and would, in my opinion, be sufficient cause for his dismissal.

Thousands and tens of thousands of judicious teachers, in the Old World and the New, constantly impart moral instruction to their pupils, without ever once obtruding, or desiring to obtrude, their views or opinions upon religious tenets or sectarian differences. I should have no fear of any such narrow-minded obtrusions, and violation of good faith, in the teachers

of Wisconsin; while, on the other hand, to carry out the true spirit of moral instruction, on all suitable occasions, devoid of all sectarian tendencies, would, beyond all question, make the most enduring beneficial impressions. It would be folly, nay worse than folly, to say that no moral instruction whatever should be given in our public schools. It is done every day, in every school of the land—for nearly every text-book, from the primary reader to the higher works on philosophy, geology, and intellectual science, convey very properly more or less moral instruction, and none think of branding them as sectarian.

But, you may ask, may not a majority of the School Board, if they see fit, utterly refuse to tolerate the Bible, prayer, and moral instruction in the public school? We might obstinately and insanely refuse food for our perishing bodies, as well as for our craving immortal minds, but we should only spite and injure ourselves by so rash and suicidal an act. I have no doubt the Board might legally thrust the Bible from the school-house, and stifle the voice of prayer, for these are not among the studies specially prescribed by law; but they may very properly be regarded as among the "such other branches of education as may be determined upon by the Board," as the law allows, if the Board think proper to include them. The District Board, too, under the advice of the Superintendent of Public Instruction, have power to determine the text-books to be used; and I should ever feel bound to regard with special favor the use of the Bible in public schools, as pre-eminently first in importance among text-books for teaching the noblest principles of virtue, morality, patriotism, and good order—love and reverence for God—charity and good will to man.

Very respectfully,

LYMAN C. DRAPER,

Sup't Public Instruc'n.

TEXT BOOKS RECOMMENDED.

In this age of improved text books it is no pleasant task to commend one book or series of school books, as superior to all others of the kind. Yet it is one of the obligations imposed by law on the State Superintendent—"it shall be his duty to recommend the introduction of the most approved text books, and as far as practicable to secure a uniformity in the use of text books in the Common Schools throughout the State." "The Board in each district shall have power, *under the advice of the Superintendent of Public Instruction*, to determine what school and text books shall be used in the several branches taught in the school of such district." The law, then, makes it the "duty of the State Superintendent to *recommend*," while "the power of determining what school and text books shall be used," is vested in the District Board, under the advice of the State Superintendent. It is a further duty of the State Superintendent to *secure*, as far as practicable, a uniformity in the use of text books throughout the State. How all this can be effected, is not so easily determined.

It would be folly for the State Superintendent to recommend text books, and endeavor to secure a uniformity in their use, if the District Boards have full power to determine this matter for themselves. And if the four thousand District Boards in the State, have full control of this subject, and can select what text books they please, how can a uniformity by any possibility be secured? But this power on the part of the District Boards is plainly limited; they can only determine under the advice or recommendation of the State Superintendent. To meet this view of the case, and leave the District Boards some latitude, two kinds of text books upon the principal branches taught, are respectfully recommended in the following list.

Other series of Readers are regarded as good,—Towers', Sargent's, Town & Holbrook's, Sanders', and Lovell's; but after a careful examination of the merits of all, and consultation with several of the prominent educators of the State, preference is given to Parker & Watson's new series of National Readers, and McGuffey's Eclectic Educational series.

It has been already observed, that when different text books from those here recommended are at present in use, a sudden change might not be desirable; but as soon as the old supply is

worn out, and sooner, if the district will sanction it, let the proper change be made—for the proficiency of the scholars will greatly depend upon their having the best text books extant.

Spellers and Readers:

National Series.
McGuffey's Series.

Moral Instruction:

The Bible.
Cowdery's Moral Lessons.

Grammars:

Greene's First Lessons.
Greene's Elements of English Grammar.
Greene's Analysis.
Clark's Grammar.

Geographies:

Monteith & McNally's Series.
Warren's Geography.
Warren's Physical Geography.

Mathematics:

Davies' Arithmetics and Algebras.
Ray's Arithmetics and Algebras.
Stoddard's Intellectual Arithmetic.
Colburn's (Prof. D. B.) Arithmetic, and its Applications.
Davies' Higher Mathematics.*

Composition, &c:

Brookfield's First Book.
Quackenboss' First Lessons.
McElligott's Analyzer.

Speakers:

Northend's Little Speaker.
McGuffey's New Eclectic Speaker.
Northend's American Speaker.
Zachos' New American Speaker.

Book-keeping:

Mayhew's Practical System.
Fulton & Eastman's Book-keeping.

Histories:

Lossing's Primary U. S. History.

*Since the publication of the preceding list, *Robinson's Mathematical Series*, *Loomis' Normal Arithmetic*, and *Olmsted's Rudiments of Natural Philosophy and Astronomy*, have been examined, and found worthy of being recommended as useful text books.

Lossing's Pictorial U. S. History for Schools.
 Wilson's Outlines of General History.
 Willard's Universal History.

Outline Maps:

Pelton's.
 Mitchell's.

Drawing:

Coe's Drawing Cards.
 Otis' Drawing Books of Animals and Landscapes.

Government:

Sheppard's Constitutional Text Book.

Philosophy, &c:

Parker's Philosophy.
 Wells' Philosophy.
 Wells' Science of Common Things.
 Peterson's Familiar Science.

Chemistry:

Porter's First Book of Chemistry.
 Porter's Principles of Chemistry.
 Youman's Class Book of Chemistry.

Botany:

Wood's First Lessons.
 Wood's Class Book.
 Gray's Botanical Text Book.

Astronomy:

Kiddle's Manual.

Geology:

Hitchcock's.

Physiology, Hygiene, &c:

Loomis' Physiology.
 Mrs. Porter's "Know Thyself."
 Cutter's Physiology.

Zoology:

Mrs. Redfield's Chart of the Animal Kingdom.
 Mrs. Redfield's Zoological Science.

Music:

Bradbury's Young Melodist.
 Bradbury's School Singer.

Reference Books:

Webster's Dictionaries.
 Lippincott's Pronouncing Gazetteer of the World.
 Lippincott's Gazetteer of the United States.

School Architecture:

Barnard's School Architecture, or Contributions to the Improvement of School Houses in the United States, \$2.

Barnard's Practical Illustrations of the Principles of School Architecture—an abridgement of the preceding—price 50 cents.

Johonnot's Country School Houses.

* * The *School Teacher's Library* is eminently worthy of the attention of all educators. The series consists of—

Northend's Teacher and Parent.

Page's Theory and Practice of Teaching.

Mansfield on American Education.

De Tocqueville's American Institutions.

Davies' Logic of Mathematics.

Mayhew on Universal Education.

Root on School Amusements.

TABULAR STATEMENTS.

TABLE No. I.
SHOWING AMOUNT OF INCOME APPORTIONED.

Counties.	1851	1852	1853	1854	1855	1856	1857	1858
Adams.....			58 50	285 84	743 82	1,883 90	2,341 02	1,461 00
Bad Ax.....			204 75	452 88	715 64	1,141 00	1,464 54	1,959 75
Brown.....			708 95	1,113 12	1,839 43	1,468 80	2,005 74	3,247 50
Buffalo.....						175 00	125 40	119 25
Calumet.....			310 95	642 98	858 13	968 70	1,028 98	1,491 75
Chippewa.....					63 79	123 90	219 12	103 50
Clark.....							47 52	64 50
Columbia.....			1,637 55	3,191 04	4,237 52	4,578 70	4,761 90	5,917 50
Crawford.....			191 25	495 28	618 41	912 80	1,240 80	1,691 25
Dane.....			3,597 85	6,567 12	7,841 50	8,312 50	7,979 40	10,360 00
Dodge.....			8,414 60	6,212 16	8,063 68	8,485 40	8,855 70	9,834 75
Door.....								120 75
Douglas.....						45 50	.....	.....
Dunn.....							180 18	315 75
Eau Claire.....								261 75
Fond du Lac.....			2,652 40	4,595 04	5,837 05	6,349 00	6,667 32	8,549 25
Grant.....			2,813 40	4,898 08	5,981 95	6,246 10	6,538 84	7,854 00
Green.....			1,853 55	3,211 92	3,858 36	4,076 10	4,022 04	5,079 75
Iowa.....			1,723 95	3,063 60	3,668 97	3,659 60	3,905 22	5,064 75
Jackson.....					107 87	133 00	.....	494 25
Jefferson.....			2,805 30	5,022 72	6,282 22	6,087 20	7,702 20	9,780 00
Juneau.....								1,746 75
Keweenaw.....							81 84	430 50
Kenosha.....			1,793 25	3,019 68	3,639 74	3,822 90	3,074 94	3,708 75
La Crosse.....			160 80	302 40	660 10	866 20	1,123 66	1,741 50
La Fayette.....			1,999 80	3,378 96	4,219 81	3,970 40	4,079 46	4,988 00

La Pointe.....	85 88	415 20	671 50	1,233 36	1,995 59	2,702 00	3,340 92	4,815 75
Manitowoc.....				23 04	74 86	67 90	140 58	187 25
Marathon.....	778 55	1,333 44	1,279 80	2,593 44	3,635 38	3,721 20	4,018 48	4,944 00
Marquette.....						10,459 40	10,311 84	13,453 50
Milwaukee.....	4,998 55	4,972 80	5,047 65	9,128 83	10,576 09	354 20	677 16	1,415 25
Monroe.....						322 00	145 86	279 75
Oconto.....			135 00	230 40	368 22	1,066 80	1,264 56	1,764 75
Outagamie.....	179 90	373 44	410 85	702 00	1,002 22	3,533 60	3,672 24	4,433 25
Ozaukee.....			1,566 00	2,928 24	3,479 21			288 50
Pepin.....						244 30	324 06	651 00
Pierce.....			23 40	70 56	106 26			168 00
Polk.....				51 12	86 13			1,213 50
Portage.....				152 64	383 18	498 40	710 82	6,157 50
Racine.....	2,485 04	2,741 76	2,849 85	4,855 68	5,789 56	5,310 20	5,940 00	2,245 50
Richland.....	143 82	218 88	255 15	614 08	753 48	1,153 60	1,651 98	10,017 75
Rock.....	3,804 30	3,702 24	3,764 25	6,320 88	7,591 15	7,734 30	7,947 72	592 50
St. Croix.....	19 31	140 64	90 45	174 96	287 88	347 90	498 96	4,856 00
Stark.....	703 33	905 76	1,040 85	2,048 40	2,836 01	3,276 00	3,646 50	74 25
Shawano.....								6,456 00
Sheboygan.....	1,840 86	1,814 40	1,999 35	3,605 76	4,636 80	5,034 40	4,971 78	342 75
Trempealeau.....					60 37	98 70	186 76	6,950 25
Walworth.....	3,370 81	3,406 56	3,158 10	4,975 92	6,137 32	5,737 90	5,698 44	6,361 50
Washington.....	3,061 32	3,721 92	2,362 05	4,039 20	5,063 45	5,131 70	5,225 88	7,330 00
Waukesha.....	3,261 05	3,595 20	3,560 35	5,848 56	6,924 61	6,463 80	6,334 03	2,122 50
Waupaca.....		79 78	189 15	497 52	660 90	947 80	1,168 22	2,323 50
Waushara.....					1,033 62	1,241 80	1,673 10	5,361 00
Winnebago.....	1,179 51	1,441 92	1,426 05	2,765 52	3,632 16	4,028 50	4,288 02	288 75
Wood.....							193 38	
Total	47,591 35	53,703 94	55,656 20	99,192 96	125,904 94	131,772 90	141,482 26	181,168 75

Manitowoc...	650 00	790 96	264 16	575 64	551 64	593 85	1,044 73	.....	1,808 17
Marathon...	.....	.....	.....	.....	75 00	454 50	.....	.....	1,291 00
Marquette...	.....	1,072 95	1,817 55	1,200 00	1,530 66	1,435 43	1,832 08	1,940 60	2,007 00
Milwaukee...	1,602 75	1,782 80	7,456 87	7,535 84	7,813 70	7,412 02	9,837 04	12,221 61	14,672 64
Monroe...	.....	.....	.....	.....	.....	40 32	698 10	.....	2,020 00
Oconto...	.....	.....	.....	200 00	80 00	170 00	280 00	815 00	565 95
Outagamie...	.....	.....	.....	.....	337 72	652 84	1,008 92	.....	1,098 10
Ozaukee...	.....	.....	628 37	501 34	835 60	1,181 27	1,735 39	.....	1,800 00
Pepin...	.....	.....	.....	.....	.....	.....	.....	.....	265 27
Pierce...	.....	.....	.....	.....	18 64	487 69	100 00	284 24	554 25
Polk...	.....	.....	.....	.....	130 00	100 00	.....	.....	543 80
Portage...	.....	65 00	.....	111 80	200 12	288 52	209 64	400 51	745 55
Racine...	3,777 43	2,114 48	1,694 47	2,356 31	2,661 83	3,259 64	3,521 43	8,995 91	16,132 05
Richland...	.....	.....	368 57	297 89	187 14	313 85	782 25	.....	1,145 00
Rock...	938 61	6,128 37	3,279 35	4,048 20	4,369 80	5,118 23	6,321 07	.....	7,712 05
St. Croix...	.....	8 00	64 08	85 18	198 60	388 87	285 22	.....	1,223 14
Sauk...	.....	484 20	1,405 59	1,111 71	782 80	1,415 91	1,891 92	.....	2,017 49
Shawanaw...	.....	.....	.....	.....	.....	.....	419 34	677 68	155 58
Sheboygan...	1,807 00	2,219 01	1,742 70	2,562 97	2,850 33	3,008 65	3,230 45	2,517 20	3,764 10
Trempealeau...	.....	.....	.....	.....	.....	112 41	19 19	469 11	658 36
Walworth...	1,626 79	6,484 04	1,685 71	2,191 62	1,578 43	2,496 00	3,068 66	2,868 95	2,849 22
Washington...	547 00	1,054 98	1,587 91	1,840 99	1,522 71	2,019 60	2,531 73	2,585 85	2,612 94
Waukesha...	812 57	2,297 45	1,780 63	1,797 60	1,775 24	2,924 28	3,402 34	.....	3,176 02
Waupaca...	.....	.....	.....	144 90	275 00	461 28	796 62	1,008 50	818 00
Waushara...	.....	.....	.....	268 00	306 13	560 24	1,128 33	.....	2,233 63
Winnebago...	180 00	1,369 97	1,888 05	1,584 59	2,412 82	2,629 65	2,887 88	8,164 13	8,664 10
Wood...	.....	.....	.....	.....	.....	.....	.....	.....	400 94
Total.....	16,932 42	51,461 83	43,567 57	46,521 88	48,446 35	66,990 13	90,192 57	72,604 88	128,161 04

TABLE No. III.

SHOWING NUMBER OF DISTRICTS IN EACH YEAR.

Counties.	1849	1850	1851	1852	1853	1854	1855	1856	1857	1858
Adams.....					14	32	52	75	48	47
Bad Ax.....			7	8	11	13	37	49	65	67
Brown.....	6	25	17	17	15	16	28	37	40	46
Buffalo.....								2	7	13
Calumet.....	9	7	13	17	17	21	25	30	32	44
Chippewa.....						4	2	4	6	11
Clark.....								2	2	5
Columbia.....	41	71	82	91	98	110	109	111	119	124
Crawford.....	16	20	9	11	13	13	21	36	52	69
Dane.....	97	88	153	213	164	160	169	161	166	176
Dodge.....	132	135	147	133	134	142	138	135	131	139
Door.....									3	8
Douglas.....							2	2		2
Dunn.....									29	
Eau Clair.....									8	15
Fond du Lac.....	78	101	106	114	119	125	120	124	132	127
Grant.....	89	95	100	109	108		113	114	131	140
Green.....	70	74	79	82	83	94	93	90	98	100
Green Lake.....										45
Iowa.....		51	61	58	62	58	71	83	82	85
Jackson.....						5	7		22	29
Jefferson.....	78	88	91	89	99	93	178	106	107	89
Juneau.....									63	64
Kewaunee.....								4	6	26
Kenosha.....		61	57	58	54	54	57	49	52	52
La Crosse.....			2	19	12	15	24	26	29	34
La Fayette.....	61	64	69	69	71	77	73	76	82	83
La Pointe.....										
Manitowoc.....	7	3	23	33	39	46	62	63	69	85
Marathon.....					2	5	5	6	5	7
Marquette.....	39	50	76	62	74	82	84	90	90	44
Milwaukee.....	66	62	66	64	64	65	60	64	66	66
Monroe.....						8	15	44	54	63
Oconto.....				5	5	7	5	3	7	12
Outagamie.....			19	21	23	23	31	39	44	54
Ozaukee.....					49	54	51	53	52	49
Pepin.....										12
Pierce.....					3	1	5	10	24	26
Polk.....					3	4			4	5
Portage.....		2		2	10	21	21	30	42	56
Racine.....	123	62	54	62	68	67	58	71	62	55
Richland.....		10	14	15	21	27	45	67	71	77
Rock.....	99	104	104	114	115	108	121	122	206	203
St. Croix.....	1	2	3	6	5	9	10	13	27	30

TABLE No. III.—*continued.*

SHOWING NUMBER OF DISTRICTS IN EACH YEAR.

Counties.	1849	1850	1851	1852	1853	1854	1855	1856	1857	1858
Sauk	26	37	37	43	53	....	81	137	115	105
Shawanaw.....	....	....	....	....	....	....	2	2	4	2
Sheboygan	53	71	72	79	85	86	91	95	100	102
Trempeleau .....	....	....	....	....	....	3	3	7	13	15
Walworth.....	108	100	104	98	92	96	97	107	96	97
Washington.....	112	114	126	146	91	91	89	83	83	81
Waukesha	81	101	100	99	85	88	83	85	87	86
Waupaca.....	....	....	8	....	17	22	32	36	52	61
Waushara .....	....	....	....	11	33	30	42	57	59	66
Winnebago	38	53	47	50	59	58	67	62	62	65
Wood .....	....	....	....	....	....	....	....	4	7	12
Total.....	1430	1658	1846	2005	2068	2033	2479	2666	3014	3181

TABLE NO. IV.

SHOWING,
 APPORTIONMENT OF SCHOOL FUND INCOME—1858.

Counties and Towns.	No. of Children.	Apportionment.
ADAMS—		
Adams	112	\$84 00
Chester	109	81 75
Dell Prairie ..	266	199 50
Easton	75	56 25
Grand Marsh	177	132 75
Jackson	114	85 50
Quincy	136	102 00
Richfield	72	54 00
Strong's Prairie	246	194 50
Springville	231	173 25
White Creek	96	72 00
Preston	109	81 75
New Haven	205	153 75
	1,948	\$1,461 00
BAD AX—		
Webster	88	66 00
Greenwood	106	79 50
Harmony	141	105 75
Hillsborough	153	114 75
Stirling	151	113 25
Viroqua	520	435 00
Forest	73	54 75
Whitestown	90	60 00
Union	34	25 50
Franklin	274	205 50
Kickapoo	226	177 00
Wheatland	126	126 75
Christiana	122	126 00
Jefferson	320	270 00
	2,613	1,959 75
BROWN—		
Green Bay City	917	687 75
Green Bay Town	1220	950 00
Pittsford	133	114 75
New Denmark	113	88 50
Lawrence	244	193 00
Howard	312	241 50
Depere Village	237	177 75
Bellevue	223	182 75
Wright's Town	123	99 75
Morrison	31	22 25

Counties and Towns.	No. of Children.	Apportionment.
BROWN—continued.		
Holland	137	\$102 75
Howardborough	209	156 75
Rockland	105	78 75
Depere	118	88 50
Glenmore	58	39 75
	4,330	3,247 50
BUFFALO—		
Belvidere	30	22 50
Buffalo	77	57 75
Waumundee	52	39 00
	159	119 25
CALUMET—		
Brothertown	388	291 00
Brillion	50	37 50
Charlestown	240	180 00
Lima	177	132 75
Chilton	274	205 50
New Holstein	293	219 75
Rantoul	80	60 00
Stockbridge	424	318 00
Woodville	63	47 25
	1989	1,491 75
CHIPPewa—		
Chippewa Falls	54	40 50
Eagle Point	84	63 00
	138	103 50
CLARK—		
Weston	25	18 75
Pine Valley	61	45 75
	86	64 50
CRAWFORD—		
Prairie du Chien	930	697 50
Eastman	262	196 50
Marietta	122	91 50
Seneca	138	103 50
Scott	327	245 25
Utica	158	118 50
Clayton	124	93 00
Freeman	194	145 50
	2255	1,691 25
COLUMBIA—		
Arlington	233	174 75
Caledonia	306	229 50

Counties and Towns.	No. of Children.	Apportion- ment.
COLUMBIA—continued.		
Courtland	885	\$273 75
Columbus	685	476 25
Dekorra	883	287 25
Ft. Winnebago	814	235 50
Fountain Prairie	886	289 50
Hampden	270	202 50
Leeds	304	228 00
Lowville	235	176 25
Lodi	414	310 50
Lewiston	339	254 25
Marcellon	356	267 00
Newport	279	209 25
Otsego	269	201 75
Pacific	104	78 00
Portage City	933	737 25
Randolph	425	318 75
Scott	814	235 50
Spring Vale	268	201 00
West Point	228	171 00
Wycena	480	360 00
	7,890	5,917 50
DOOR—		
Otumba	161	120 75
DANE—		
Albion	359	269 25
Berry	233	178 50
Black Earth	564	423 00
Blooming Grove	186	139 50
Blue Mounds	259	194 25
Bristol	339	254 25
Burke	342	256 50
Christiana	542	406 50
Cottage Grove	471	353 25
Cross Plains	300	225 00
Dane	339	254 00
Deerfield	271	203 25
Dunkirk	599	449 25
Dunn	248	186 00
Fitchburg	429	315 00
Madison	264	198 00
Madison City	1,865	1,398 75
Medina	344	256 00
Middleton	463	347 25
Montrose	348	259 50
Oregon	441	330 75
Perry	179	127 50
Primrose	261	195 75
Pleasant Springs	439	329 25
Roxbury	414	310 50
Rutland	497	342 75

Counties and Towns.	No. of Children.	Apportion- ment.
DANE—continued.		
Spring Dale.....	308	\$231 00
Springfield.....	398	297 00
Sun Prairie.....	438	328 50
Vermont.....	195	146 25
Vienna.....	232	174 00
Verona.....	368	276 00
Westport.....	315	236 25
Windsor.....	271	203 25
York.....	336	252 00
	13,800	10,350 00
DODGE—		
Ashippun.....	595	446 25
Beaver Dam.....	570	427 50
Beaver Dam City.....	834	625 50
Burnett.....	370	277 50
Calamus.....	347	260 25
Chester.....	557	417 75
Clyman.....	562	421 50
Elba.....	456	342 00
Fox Lake.....	728	545 50
Herman.....	600	450 00
Hubbard.....	890	667 50
Hustisford.....	496	372 00
Le Roy.....	300	225 00
Lomira.....	470	352 50
Lowell.....	606	454 50
Oak Grove.....	745	558 75
Rubicon.....	874	655 50
Theresa.....	568	426 00
Trenton.....	688	478 50
Williamstown.....	594	445 50
Westford.....	180	135 00
Lebanon.....	555	416 25
Emmett.....	580	435 00
	13,113	9,834 75
DUNN—		
Dunn.....	42	31 50
Menomonee.....	62	46 50
Rock Creek.....	33	24 75
Spring Brook.....	100	75 00
Eau Galla.....	184	138 00
	421	315 75
EAU CLAIRE—		
Eau Claire.....	200	150 00
Brunswick.....	46	34 50
Bridge Creek.....	53	39 75
Half Moon Lake.....	50	37 50
	349	261 75

Counties and Towns.	No. of Children.	Apportionment.
PEPIN—		
Pepin.....	237	\$177 75
Bear Creek.....	81	60 75
	318	238 50
FOND DU LAC—		
Fond du Lac City.....	2,040	1,530 00
Fond du Lac Town.....	385	288 75
Ripon.....	845	633 75
Waupun.....	671	503 25
Metomen.....	614	460 50
Rosendale.....	380	285 00
Spring Vale.....	450	337 50
Alto.....	378	283 50
Byron.....	410	307 50
Oakfield.....	442	331 50
Lamartine.....	424	318 00
Empire.....	275	206 25
Calumet.....	509	381 75
Taycheedah.....	521	390 75
Eden.....	429	321 75
El Dorado.....	406	304 50
Friendship.....	218	163 50
Ashford.....	521	390 75
Auburn.....	346	259 50
Forest.....	393	294 75
Marshfield.....	481	360 75
Osceola.....	261	195 75
	11,399	8,549 25
GRANT—		
Bee Town.....	447	335 25
Clifton.....	361	270 75
Cassville.....	463	347 25
Ellenborough.....	393	294 75
Fenimore.....	386	289 50
Harrison.....	357	267 75
Hazel Green.....	914	685 50
Jamestown.....	442	331 50
Lima.....	368	276 00
Little Grant.....	167	125 25
Liberty.....	120	90 00
Lancaster.....	731	549 25
Marion.....	252	189 00
Millville.....	597	447 75
Muscoda.....	289	216 75
Paris.....	265	196 75
Patch Grove.....	370	277 50
Platteville.....	1,071	803 25
Potosi.....	992	744 00
Smelser.....	427	320 25
Waterloo.....	191	143 25
Wyalusing.....	208	156 00

Counties and Towns.	No. of Children.	Apportionment.
GRANT—continued.		
Wingville.....	229	\$171 75
Blue River.....	135	101 25
Hickory Grove.....	167	125 25
Waterstown.....	130	97 50
	10,472	7,854 00
GREEN—		
Clarno.....	593	444 75
Monroe.....	919	689 25
Decatur.....	491	368 25
Albany.....	424	318 00
Jefferson.....	512	384 00
Spring Grove.....	459	344 25
Sylvester.....	466	349 50
Cadiz.....	432	324 00
Mt. Pleasant.....	453	339 75
Exeter.....	357	267 75
Brooklyn.....	351	263 25
Jordan.....	339	254 25
Adams.....	217	162 75
Washington.....	314	235 50
New Glarus.....	228	171 00
York.....	218	163 50
	6,778	5,079 75
IOWA—		
Area.....	356	267 00
Clyde.....	209	156 75
Dodgeville.....	1,211	908 25
Highland.....	734	550 50
Linden.....	576	432 00
Mineral Point.....	446	334 50
Mineral Point City.....	1,249	936 75
Miffin.....	459	344 25
Pulaski.....	299	224 25
Ridgeway.....	618	463 50
Wyoming.....	268	201 00
Waldwick.....	328	246 00
	6,753	5,064 75
JACKSON—		
Albion.....	301	225 75
Alma.....	103	77 25
Bristol.....	69	51 75
Irving.....	83	62 25
Hixton.....	60	45 00
Manchester.....	43	32 25
	659	494 25

Counties and Towns.	No. of Children.	Apportionment.
JEFFERSON—		
Astalan.....	290	\$217 50
Cold Springs.....	292	219 00
Concord.....	527	395 25
Farmington.....	532	399 00
Hebron.....	868	276 00
Ixonia.....	694	520 50
Jefferson.....	1,008	756 00
Koshkonong.....	749	561 75
Lake Mills.....	533	399 75
Milford.....	522	391 50
Oakland.....	420	315 00
Palmyra.....	600	450 00
Sullivan.....	582	438 50
Waterloo.....	578	433 50
Watertown.....	930	697 50
Watertown City.....	8,537	2,652 75
Portland.....	289	291 75
Shields.....	489	366 75
	13,040	9,780 00
JUNEAU—		
Armenia.....	46	34 50
Necedah.....	87	65 25
Orange.....	49	36 75
Clearfield.....	5	3 75
Germantown.....	189	141 75
Fountain.....	107	80 25
Lisbon.....	231	173 25
Plymouth.....	116	87 00
Lindina.....	453	339 75
Lemonwier.....	330	247 50
Waucesdah.....	171	129 25
Wonewoc.....	139	104 25
Summit.....	124	93 00
Seven Mile Creek.....	143	107 25
Kildare.....	139	104 25
	2,329	1,746 75
Kewaunee—		
Kewaunee.....	145	108 75
Casco.....	130	97 50
Carlton.....	69	51 75
Wolf.....	230	172 50
	574	430 50
KENOSHA—		
Kenosha City.....	1,415	1,061 25
Pleasant Prairie.....	578	433 50
Wheatland.....	562	421 50
Bristol.....	579	381 75
Brighton.....	454	340 50
Paris.....	444	333 00

Counties and Towns.	No. of Children.	Appor- tionment.
KENOSHA—continued.		
Somers.....	489	329 25
Salem	544	408 00
	4,945	3,708 75
LA CROSSE—		
Onalaska.....	355	266 25
Farmington.....	254	190 50
Buchanan.....		
Berrie.....	207	155 25
Bangor.....	162	121 50
Neshonic.....	106	81 00
Burns.....	212	159 00
Greenfield.....	157	117 75
La Crosse City.....	967	650 25
	2,822	1,741 50
LA FAYETTE—		
Argyle.....	885	288 75
Belmont.....	228	167 25
Benton.....	888	624 75
Centre.....	501	375 00
Elk Grove.....	419	314 25
Fayette.....	430	322 50
Gratiot.....	861	270 75
Kendall.....	402	301 50
Monticello.....	175	131 25
New Diggings.....	577	432 75
White Oak Springs.....	272	204 00
Willow Springs.....	343	257 25
Wiota.....	619	464 25
Wayne ...	226	169 50
Shullsburg.....	879	659 25
	6,644	4,968 00
MANITOWOC—		
Centreville.....	322	241 50
Cooperstown.....	296	222 00
Eaton.....	268	216 00
Franklin.....	819	614 25
Kossuth.....	465	348 75
Manitowoc.....	980	735 00
Manitowoc Rapids.....	436	327 00
Maple Grove.....	197	147 75
Meeme.....	389	254 25
Mishicott.....	605	453 75
Newton.....	566	424 50
Rockland.....	166	124 50
Schleswig.....	180	97 50
Two Rivers.....	812	609 00
	6,421	4,815 75

Counties and Towns.	No. of Children.	Appor- tionment.
MARATHON—		
Wausau	123	\$92 25
Mosinee	60	45 00
	183	137 25
MARQUETTE—		
City of Berlin	680	510 00
Berlin	290	217 50
Brooklyn	813	234 75
Buffalo	254	190 50
Crystal Lake	197	147 75
Dayton	247	185 25
Green Lake	399	299 25
Kingston	346	259 50
Manchester	366	274 50
Marquette	182	136 50
Montello	143	107 25
Moundville	364	273 00
Mackford	460	345 00
Mecan	143	107 25
Neshkoro	132	99 00
Newton	164	123 00
Oxford	271	203 25
Packwaukee	239	179 25
Princeton	410	307 50
Pine Lake	95	71 25
St. Marie	228	171 00
Shields	216	162 00
Seneca	105	78 75
Westfeld	146	109 50
Sharon	202	151 50
	6,592	4,944 00
MILWAUKEE—		
Franklin	623	471 00
Greenfield	962	736 50
Wauwatosa	966	717 00
Granville	1,067	792 75
Oak Creek	727	545 25
Lake	702	526 50
Milwaukee	1,074	782 00
Milwaukee City	11,870	8,992 50
	17,338	13,453 50
MONROE—		
Angelo	177	113 25
Adrian	173	133 50
Clinton	7	54 75
Easton	23	12 00
Greenfield	265	123 75
Glendale	72	39 00
Leon	174	123 50
Lizzie Falls	26	24 50

Counties and Towns.	No. of Children.	Appor- tionment.
MONROE—continued.		
La Fayette.....	87	\$65 25
Portland.....	119	89 25
Ridgeville.....	74	55 50
Sparta.....	444	333 00
Sheldon.....	101	75 75
Tomah.....	73	54 75
Wilton.....	90	67 50
	1,887	1,415 25
Oconto—		
Oconto.....	192	144 00
Stiles.....	91	68 25
Marinette.....		
Pensaukee.....	90	67 50
	373	279 75
OUTAGAMIE—		
Appleton City.....	570	427 50
Bovina.....	84	63 00
Center.....	100	75 00
Ellington.....	169	126 75
Embarras.....	85	63 75
Freedom.....	212	159 00
Grand Chute.....	180	135 00
Greenville.....	202	151 50
Hortonia.....	187	140 25
Kaukana.....	896	297 00
Medina.....	168	126 00
	2,353	1,764 75
OSHAUKEE—		
Belgium.....	895	671 25
Cedarburg.....	1,042	781 50
Fredonia.....	632	474 00
Grafton.....	678	508 50
Maquon.....	1,264	948 00
Port Washington.....	871	653 25
Saukville.....	529	396 75
	5,911	4,433 25
PIERCE—		
Prescott.....	337	252 75
Clifton.....	22	16 50
Oak Grove.....	84	63 00
Greenwood.....	139	104 25
Trimbelle.....	47	35 25
Diamond Bluff.....	16	12 00
Mertill.....	35	26 25
Perry.....	23	17 25

Counties and Towns.	No. of Children.	Appor- tionment.
PIERCE—continued.		
Pleasant Valley.....	74	\$55 50
Isabel.....	91	68 25
	868	651 00
POLK—		
Le Roy.....	176	182 00
St. Croix.....	48	96 00
	224	168 00
PORTAGE—		
Stevens Point.....	537	402 75
Plover.....	217	162 75
Stockton.....	225	168 75
Buena Vista.....	181	135 75
Almond.....	100	75 00
Pine Grove.....	87	65 25
Lanark.....	106	79 50
Amherst.....	70	52 50
New Hope.....	95	71 25
	1,618	1,213 50
RACINE—		
City of Racine.....	3,418	2,563 50
Racine.....	390	292 50
Waterford.....	496	372 00
Raymond.....	456	342 00
Yorkville.....	433	324 75
Dover.....	460	345 00
Norway.....	330	247 50
Rochester.....	329	246 75
Burlington.....	776	582 00
Mt. Pleasant.....	523	392 25
Caledonia.....	599	449 25
	8,210	6,157 50
RICHLAND—		
Akan.....		
Buena Vista.....	336	252 00
Bloom.....	223	167 25
Eagle.....	296	177 00
Forest.....	153	114 75
Henrietta.....	165	123 75
Ithaca.....	381	285 75
Marshall.....	180	135 00
Richland.....	320	240 00
Richwood.....	196	147 00
Rockbridge.....	187	140 25
Sylvan.....	130	97 50
Willow.....	102	76 50

Counties and Towns.	No. of Children.	Apportionment.
RICHLAND—continued.		
Dayton.....	152	\$114 00
Richmond.....	233	174 75
	2,994	2,245 50
St. Croix—		
Hudson.....	400	300 00
Pleasant Valley.....	56	42 00
Hammond.....	41	30 75
Rush River.....	70	52 50
Somerset.....	61	45 75
Kinnickinnic.....	45	33 75
Star Prairie.....	117	87 75
	790	592 50
Rock—		
Avon.....	405	303 75
Spring Valley.....	373	279 75
Magnolia.....	413	310 50
Union.....	682	511 50
Newark.....	453	343 50
Center.....	445	333 75
Plymouth.....	345	258 75
Porter.....	373	279 75
Beloit.....	225	168 75
Beloit City.....	1,407	1,055 25
Rock.....	439	328 50
Janesville.....	345	258 75
Janesville City.....	3,360	2,520 00
Fulton.....	665	498 75
Turtle.....	462	346 50
La Prairie.....	281	210 75
Harmony.....	318	238 50
Milton.....	543	407 25
Clinton.....	562	421 50
Bradford.....	411	308 25
Johnstown.....	434	325 50
Lima.....	411	308 25
	13,357	10,017 75
SHAWANAW—		
Matteson.....	30	22 50
Shawanaw.....	69	51 75
	99	74 25
SAUK—		
Reedsburg.....	468	351 00
Dellona.....	295	221 25
Woodland.....	125	93 75
Washington.....	278	208 50
Winfield.....	186	139 50
Westfield.....	225	168 75
Franklin.....	255	191 25

Counties and Towns.	No. of Children.	Appor- tionment.
SAUK—continued.		
Kingston.....	319	\$239 25
Greenfield.....	188	141 00
Spring Green.....	329	246 75
Merrimac.....	257	192 75
Marston.....	435	328 25
Fairfield..	234	175 50
New Buffalo.....	529	396 75
Baraboo.....	679	509 25
Prairie du Sac.....	556	417 00
Freedom.....	400	300 00
Honey Creek.....	450	337 50
	6,208	4,656 00
SHEBOYGAN—		
Abbott.....	471	353 25
Greenbush.....	535	401 25
Herman.....	510	382 50
Holland.....	713	534 75
Lima.....	618	463 50
Lynden.....	516	387 00
Mitchell.....	308	231 00
Mosel.....	324	243 00
Plymouth.....	727	545 25
Rhine.....	363	272 25
Russell.....	112	84 00
Scott.....	434	325 50
Sheboygan.....	319	239 25
Sheboygan City.....	1,369	1,026 75
Sheboygan Falls.....	1,005	753 75
Wilson.....	284	213 00
	8,608	6,456 00
TREMPELEAU—		
Trempeleau.....	278	208 50
Gale.....	133	99 75
Arcadia.....		
Preston.....	46	34 50
Sumner.....		
	457	342 75
WALWORTH—		
Sharon.....	633	474 75
Darien.....	487	365 25
Richmond.....	323	246 00
Whitewater.....	936	702 00
Walworth.....	527	395 25
Nejavan.....	813	613 50
Sugar Creek.....	437	327 75
La Grange.....	502	376 50

Counties and Towns.	No. of Children.	Appor- tionment.
WALWORTH—continued.		
Linn.....	351	\$263 25
Geneva.....	778	583 50
La Fayette.....	484	363 00
Troy.....	458	343 50
Bloomfield.....	486	349 50
Hudson.....	559	419 25
Spring Prairie.....	521	390 75
East Troy.....	608	452 25
Elkhorn.....	379	284 25
	9287	6950 25
WASHINGTON—		
Addison.....	664	498 00
Barton.....	432	324 00
Erin.....	606	454 50
Farmington.....	597	447 75
Germantown.....	1055	791 25
Hartford.....	880	645 00
Jackson.....	650	487 50
Kewaskum.....	294	220 50
Polk.....	913	684 75
Richfield.....	830	622 50
Trenton.....	604	453 00
Wayne.....	507	380 25
West Bend.....	470	352 50
	8482	6361 50
WAUKESHA—		
Brookfield.....	781	585 75
Delafield.....	475	356 25
Eagle.....	494	370 50
Genessee.....	625	468 75
Lisbon.....	556	417 00
Menomonee.....	741	555 75
Merton.....	485	363 75
Mukwanago.....	521	390 75
Muskego.....	599	449 25
New Berlin.....	691	518 25
Oconomowoc.....	770	577 50
Ottawa.....	392	294 00
Pewaukee.....	552	414 00
Summit.....	412	309 00
Vernon.....	411	308 25
Waukesha.....	1255	941 25
	9760	7320 00
WAUPACA—		
Lind.....	294	220 50
Mukwa.....	408	306 00
Iola.....	170	127 50
Waupaca.....	434	325 50
Weyauwega.....	485	363 75

Counties and Towns.	No. of Children.	Appor- tionment.
WAUPACA—continued.		
Caledonia	104	\$78 00
Scandinavia	164	123 00
Lebanon	60	45 00
Farmington	157	117 75
Dayton	286	214 50
Royalton	127	95 25
Bear Creek	42	31 50
St. Lawrence	74	55 50
Little Wolf	25	18 75
	2830	2122 50
WAUSHARA—		
Bloomfield	83	62 25
Coloma	140	105 00
Dakota	180	135 00
Deerfield	66	42 00
Hancock	159	119 25
Leon	255	191 25
Marion	179	134 25
Mount Morris	114	85 50
Oasis	139	104 25
Plainfield	309	231 75
Poyssippi	144	108 00
Richford	224	168 00
Rose	10	7 50
Sacramento	312	234 00
Saxville	216	162 00
Spring Water	166	124 50
Warren	146	109 50
Wautoma	270	202 50
	3102	2326 50
WINNEBAGO—		
Algoma	234	175 50
Black Wolf	219	164 25
Clayton	260	195 00
Neenah	509	381 75
Menasha	514	385 50
Nekimi	346	259 50
Nepeuskun	308	231 00
Oshkosh	257	192 75
do City	1456	1092 00
Omro	743	561 00
Poygan	186	139 50
Rushford	630	472 50
Vinland	854	655 50
Utica	458	343 50
Winneconne	360	270 00
Winchester	275	206 25
Clayton (additional)	84	25 50
	7148	5361 00

Counties and Towns.	No. of Children.	Appor- tionment.
Wood—		
Grand Rapids	201	\$150 75
Centralia.....	56	42 00
Rudolph.....	128	96 00
	385	288 75

Total No. of Children..... 241,545

Amount Apportioned..... \$181,158 75
 " paid for Educational Journal 1,700 00
 " paid for Dictionaries..... 600 00
 " paid Columbia County per chapter
 24 of Laws of 1858..... 48 80
 " paid Dane Co. per same Laws ... 321 42
 " paid Jackson Co. " 330 00
 " paid Green Co. per act approved
 March 24, 1858..... 59 40

\$184,217 87

Being, 75 cents per scholar.

TABLE No. V.

Names of Counties and Towns.	No. of School Districts.	No. of Districts which have not reported.	No. of parts of Districts.	No. of parts of Districts which have not reported.	No. of School Houses in Joint Districts.	Average No. of Months Schools have been taught	No. of Male Children residing in Town, over 4 and under 20 years of age.	No. of Female Children residing in Town, over 4 and under 20 yrs of age.	Total No. of Children residing in Town, over 4 and under 20 yrs of age.	No. of Children over 4 and under 20 yrs of age who have attended School.	No. of Children under 4 years of age who have attended School.	No. of Children over 20 years of age who have attended School.	Average No. Months Children between 4 and 20 years of age who have attended School.	Aver. No. Months Schools have been taught by a Male Teacher.	Aver. No. Months Schools have been taught by a Female Teacher.	Average amount of Wages per Month paid to Male Teachers.	Average amount of Wages per Month paid to Female Teachers.
ADAMS—	47	31	3	14	1180	1091	2271	1786	25	17	4	8	5	21	81	9	63
Adams.....	2	...	8	...	53	47	100	71	1	...	...	...	4	3-4	3-4	\$12 25	\$9 50
Chester.....	1	...	4	...	59	66	125	94	1	...	...	...	5	1-3	3	22 00	8 43
Dell Prairie....	4	...	3	...	159	160	309	239	...	8	...	...	2	1-2	3	29 00	10 00
Easton.....	4	...	1	...	59	64	113	87	1	...	...	...	4	1-3	8	20 00	8 46
Grand Marsh....	4	...	1	...	92	81	173	176	2	7	...	...	3	1	8-5	18 66	9 08
Jackson.....	6	...	4	...	101	94	185	154	1	2	4	8-8	...	4	8-9	...	8 35
Leola.—No report	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
New Haven.....	5	...	3	...	119	81	200	165	...	2	2	1-6	8	2-3	8	29 38	12 12
Preston.....	1	...	3	...	44	44	88	79	13	1	3	...	3	4-8	8	12 25	9 25
Quincy.....	5	...	1	...	86	91	177	135	...	...	...	...	4	2-3	4	26 00	11 00
Richfield.....	2	...	3	...	61	53	117	82	...	...	...	...	5	3	2-3	25 00	8 00
Rome.....	1	...	...	...	10	12	22	19	...	...	...	...	...	...	...	...	12 00
Strong's Prairie.	6	...	...	...	165	161	326	232	...	...	...	...	...	11	...	18 00	9 00
Springville.....	5	...	3	...	126	107	233	191	5	2	3	...	...	8	3	20 00	10 00
Verona.—No rept	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
White Creek....	1	...	2	...	46	47	93	72	1	...	...	...	6	1-2	...	...	...

RAD AX—

Bergen.....	3	...	...	...	3	26	32	68	43	2	...	1	3-4	1	1-2	1-2	25 00	10 00
Clinton.....	8	2	...	...	3	7	12	10	10	...	4	2	...	...	...	...	...	8 00
Franklin.....	7	...	...	...	1	36-7	140	286	210	4	...	2	...	...	1-2	1-4	28 00	15 00
Forest.....	3	1	...	...	1	4	39	87	42	2	...	4	...	...	...	...	...	11 00
Greenwood.....	5	1	...	...	4	56	62	118	75	3	...	5	...	...	8 1-2	4	20 00	7 50
Hamburg.....	2	...	...	...	...	58	61	119	59	...	...	4	...	...	1 1-2	8	18 00	12 00
Harmony.....	3	...	...	...	...	47	50	97	78	3	2	3	...	...	1 1-2	6	16 00	12 00
Hillborough.....	5	...	...	...	...	96	94	180	128	...	...	1	...	...	8-4	1-4	21 00	10 50
Jefferson.....	7	...	...	...	...	224	214	438	282	...	9	2	2-3	3	1-8	1-3	24 00	16 00
Kikapoo.....	5	...	...	...	...	169	146	305	211	3	4	4	2-3	4	7-3	9-7	22 00	9 85
Sterling.....	4	...	...	...	...	21-2	65	180	121	5	8	2	...	1	4-5	1-5	27 00	14 00
Union.....	4	2	...	...	...	24	29	58	50	...	...	3	...	2	2	1	18 00	10 00
Viroque.....	7	...	...	...	...	294	249	543	394	8	3	2	5-6	2	6-7	8 4-7	22 24	15 80
Webster.....	4	1	...	...	...	47	51	88	68	1	1	3	1-2	3	1-2	8	16 66	8 85
Wheatland.....	3	...	...	...	...	101	76	177	120	...	...	4	1-2	1	5	...	28 00	18 33
Whitestown.....	...	...	...	...	...	23	20	43	21	...	...	2	...	2	...	...	...	10 00
Christiana.....	3	3	...	...	...	112	120	282	120	1	3	3	2-3	3	2-5	1	22 50	16 00
	67	10	22	4	9	31-2	1460	3053	1991	84	80	3	...	3	3	...	22 02	12 03

BROWN—

Bellevue.....	2	...	...	...	...	186	142	278	74	...	...	4	...	6	4	...	20 00	20 00
Depere Village...	1	...	...	...	...	99	102	201	120	...	...	...	...	1	1-4	3	40 00	18 00
Depere.....	3	...	...	...	...	57	69	126	53	1	...	3	...	3	3	...	14 00	12 00
Fort Howard.....	1	...	...	...	...	76	65	141	141	1	1	9	...	9	...	...	...	...
Green Bay City...	1	...	...	...	...	450	467	917	864	...	...	12	12	12	12	...	62 50	20 27
Green Bay Town...	10	1	...	...	...	765	681	1446	500	8	...	6	6	3	3	...	26 00	16 00
Glennore.....	3	...	...	...	...	67	46	113	48	...	...	3	3	3	3	...	14 00	11 00
Holland.....	4	...	...	...	...	124	90	214	132	...	...	5	5	5	...	...	20 00	...
Howard.....	3	...	...	...	...	230	199	429	160	...	1	7	1-4	6	1-2	1	26 50	16 50
Lawrence.....	4	...	...	...	...	186	117	253	171	...	...	3	1-8	3	1-4	2 1-3	14 00	11 00
Morrison.....	2	...	...	...	...	45	31	76	46	1	...	11	...	...	...	7 3-4	...	16 00
New Denmark...	1	...	...	...	...	67	71	138	36	...	...	5	...	...	5	...	...	12 00
Pittsfield, (new town)—No report.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Rockland.....	6	...	...	...	...	72	46	118	84	7	...	...	...	3	5	2-3	17 50	14 88

TABLE No. V.—continued.

Names of Counties and Towns.	No. of School Districts.	No. of Districts which have not reported.	No. of parts of Districts.	No. of School Houses in Joint Districts.	Average No. of Months Schools have been taught.	No. of Male Children residing in Town, over 4 and under 20 years of age.	No. of Female Children residing in Town, over 4 and under 20 years of age.	Total No. of Children residing in Town, over 4 and under 20 years of age.	No. of Children over 4 and under 20 yrs of age who have attended School.	No. of Children under 4 years of age who have attended School.	Average No. Months Children between 4 and 20 years of age who have attended School.	Aver. No. Months Schools have been taught by a Male Teacher.	Aver. No. Months Schools have been taught by a Female Teacher.	Average amount of Wages per Month paid to Male Teachers.	Average amount of Wages per Month paid to Female Teachers.
BROWN—cont.															
Samico.....	3	...	1	...	52-3	90	70	160	105	...	5 2-3	...	5 2-3	...	16 00
Wrightstown.....	3	...	1	...	51-3	79	87	166	105	...	5	3	4	21 00	15 00
	46	1	5	...	5	2493	2283	4776	2444	18	5 1-3	4	4	25 96	15 96
BUFFALO—															
Buffalo.....	1	...	...	...	5	60	56	116	81	...	5	...	5	...	25 00
Belvidere.....	2	...	...	...	7 1-2	78	50	126	50	...	3	6	...	30 00	...
Wauwanesee.....	3	...	...	...	9	81	46	127	79	1	3	7 1-2	...	15 00	14 00
Cold Springs.....	1	...	...	...	3	20	15	35	23	...	3	3	...	20 00	...
Cross.....	3	...	...	...	3	56	37	93	33	...	3	3	...	16 66	...
Gilmanton.....	2	...	...	...	3	15	16	31	10	...	3	...	...	...	16 00
Bloomington.....	6	...	2	...	8	66	46	112	72	...	3	...	...	...	16 00
	18	1	2	...	48-4	874	266	640	348	1	3	4	3 1-3	20 41	18 25
CALUMET—															
Brillon.....	1	...	...	...	7	28	27	55	34	4	7	3 4	...	31 00	16 0
Brotherstown.....	3	1	...	...	7	205	194	399	204	...	5 4-5	3 4	1-5	26 50	10 0

Charlesown	5	...	2	...	2	61-2	121	140	261	168	3	...	6	1-2	4	20 00	12 00
Chilton	7	...	2	...	1	6	201	155	356	284	4	1	4	4	4	24 00	11 00
Harrison	8	2	...	...	...	51-3	187	122	259	140	...	...	5	1-3	3-3	28 12	15 48
New Holstein...	2	...	...	...	...	31-2	162	160	302	117	...	3	1	7-8	...	21 25	...
Rantoul	4	...	2	...	...	43-4	39	44	83	49	...	...	4	3-2	3	20 00	12 75
Stockbridge	6	1	...	...	...	43-4	182	194	376	248	...	...	3	4-5	2	24 68	10 00
Woodville	3	...	...	...	...	32-3	57	47	104	68	...	...	3	2-3	4	14 00	14 00
	44	4	6	...	...	3	5	1073	2185	1867	11	13	4	1-2	3	23 28	12 65
CHIPPEWA—																	
Eagle Point	6	8	1	...	...	1	3	44	35	79	9	...	...	...	3	...	15 00
La Fayette	4	1	...	...	...	4	42	44	86	52	2	2	4	4	3	23 00	13 00
Chippewa Falls..	1	...	...	...	...	5	56	48	104	54	...	...	2	...	5	...	30 00
	11	4	1	...	...	1	4	142	269	169	11	2	6	4	3-3	23 00	19 33
CLARK—																	
Weston	1	...	1	...	...	1	11+	21	29	50	1	...	6	1-2	3	35 00	17 53
Pine Valley	2	...	1	...	...	1	11	74	47	121	...	3	6	6	5	35 00	30 00
Levis	2	1	...	...	...	8	4	7	11	8	3	...	8	...	3	...	12 00
	5	1	2	...	...	2	8+	83	182	102	4	3	5	4+	5	35 00	19 67
COLUMBIA—																	
Arlington	3	...	4	...	...	61-4	126	125	251	227	...	11	1	7-8	3	24 25	13 25
Caledonia	6	...	...	...	...	6	183	149	332	225	...	4	6	1-2	4	23 00	16 00
Courtland	4	...	2	...	...	2	71-2	208	416	291	12	15	7	1-4	3	32 00	14 00
Columbus	8	...	2	...	...	1	71-3	385	737	668	3	13	7	1-2	5	24 80	14 00
Dekorra	7	...	2	...	...	1	71-9	202	413	348	6	10	5	3-5	3	24 20	12 62
Fountain Prairie	6	...	5	...	...	...	...	207	426	388	4	12	5	3	4-9	27 60	13 12

CRAWFORD—

OKA W FORD—

Marlette	10	3		3		117	95	212	102	1	1		8	3-4	8		\$18 00	\$ 9 50
Utica.....	7		2		3-7	116	123	239	153	1		5	8	2-1	6	2 4-7	16 00	10 00
Freeman.....	8	1	3	8	3 1-3	124	127	251	113	3		5	2 1-22	6	1 2-7	8 1-3	22 00	11 55
Eastman.....	5	5	1	3	5 4-5	134	126	260	177	1		1	0	8	8	6	22 00	12 47
Waureka.....	5	2			3	51	45	96	41	1	1		0	8	8	6	23 00	16 00
Prairie du Chien.	8	1	1	1	.....	452	424	876	433	10	.....	.....	4 7-12	4 3-5	4 1-2	33 00	28 50	
Clayton	8	1	1	1	.....	31-4	146	124	270	126	4	1	8 1-8	8	3 1-8	22 00	10 61	
Seneca.....	8	1	4	1	4	6	151	111	262	168	2	.....	8 1-6	8	3 1-3	21 00	11 72	
Sooth.....	10	.....	3	2	3 6 1-3	176	152	328	328	2	6	.....	4 1-3	1 1-2	4 1-3	21 00	10 45	
	69	9	17	11	13	4	1487	2794	1641	25	13	.....	4	8 1-2	8 1-2	\$22 33	\$18 42	
DANE—																		
Albion	7		3		7	216	203	419	380	5	24		5	4 1-2	2 1-2	5	\$24 33	\$10 63
Black Earth	4	.....	3	.....	6 1-2	175	167	342	230	.....	.....	.....	4 1-2	1 1-4	4 1-4	36 50	18 25	
Blooming Grove.	6	.....	.....	.....	6 1-2	129	132	261	163	1	.....	.....	3 1-2	2	4 1-2	19 33	11 25	
Blue Mounds.....	4	.....	2	.....	1 7	162	129	231	191	5	4	.....	7 1-4	3 1-4	3 3-4	21 00	10 00	
Bristol.....	6	.....	3	.....	1 6 5-9	226	220	446	267	12	5	.....	3	3	3 5-9	20 29	13 17	
Burke	4	.....	3	.....	1 7 2-8	182	148	330	256	1	2	.....	.....	3 1-2	4 1-6	22 05	13 88	
Christiana.....	6	.....	3	.....	1 10	343	232	578	512	.....	.....	.....	5 1-3	4	6	20 00	12 00	
Cottage Grove...	5	.....	4	.....	4 6 1-3	257	235	492	354	.....	.....	.....	6 3-4	2 3-4	3 1-2	19 77	12 66	
Cross Plains.....	6	.....	1	.....	7	195	179	374	198	6	8	.....	6 2-3	8 1-2	3 1-2	18 00	12 00	
Dane.....	5	.....	5	.....	7 6 1-2	185	182	367	338	4	8	.....	5 2-3	8	3 1-2	17 50	12 10	
Deerfield	4	.....	4	.....	9 1-2	167	169	336	205	6	9	.....	6 1-6	3 1-2	6	22 00	13 50	
Dunkirk.....	7	.....	5	.....	2 8 1-2	297	296	593	223	6	25	.....	6	4	4 1-2	20 00	10 00	
Dunn	8	.....	4	.....	2 8	173	158	331	225	5	5	.....	4 1-2	4	3 1-2	23 90	12 10	
Fitchburg	8	.....	2	.....	1 3	245	182	427	318	3	5	.....	4 2-3	4	3 1-2	24 00	10 40	
Madison	5	1	3	1	2 11 1	117	107	224	170	.....	.....	.....	8 3-4	4	7 3-5	27 50	16 40	
Madison City.....	5	.....	.....	.....	10 1	1008	1136	2144	1143	5	14	.....	10	.....	.....	75 00	30 00	
Medina	6	.....	4	.....	1 6 1-4	213	195	405	302	4	3	.....	4 1-10	2	4 1-4	18 00	11 50	
Middleton.....	7	.....	3	.....	1 6 1-2	238	216	454	351	3	8	.....	5	3	8 1-2	27 00	13 00	
Montrose.....	5	.....	2	.....	2 8	171	169	340	318	4	16	.....	3	4	4	21 00	11 00	
Montrose.....	9	.....	1	.....	8	236	215	451	401	13	10	.....	4	4	4	25 00	16 00	
Perry	2	.....	3	.....	1 10	119	108	227	147	.....	3	.....	3	5	5	16 80	16 00	

DODGE—

Ashippun.....	7	...	3	...	77-8	808	300	603	449	4	1	54-9	31-2	41-3	\$22 75	\$18 11
Beaver Dam.....	6	...	5	...	71-2	290	258	548	471	4	3	71-2	81-3	41-2	25 82	10 88
Do City.....	2	...	1	...	71-4	437	440	877	688	2	2	71-4	81-4	9	44 00	21 00
Burnett.....	8	...	5	...	...	182	198	365	350	4	6	5	23-4	41-4	22 80	12 00
Calamus.....	5	...	3	...	61-2	184	152	336	827	3	...	61-2	4	41-2	27 00	15 00
Chester.....	4	...	4	...	...	325	294	419	535	8	9	6	6	41-2	30 00	15 00
Clyman.....	3	...	7	...	...	806	264	670	352	3	9	6	4	3	28 00	10 00
Elba.....	5	...	4	...	61-2	277	271	548	379	3	16	51-3	81-2	41-2	25 00	14 00
Emmet.....	8	...	2	...	...	389	251	589	442	5	5	7	5	4	26 00	16 00
Herman.....	7	...	3	...	...	367	310	677	...	...	...	4	31-2	4	20 00	10 00
Fox Lake.....	3	...	8	...	74-5	442	406	848	471	4	5	74-5	43-8	43-5	28 37	15 27
Hubbard.....	7	...	2	...	...	473	472	945	620	6	6	4	21-2	51-2	38 12	14 40
Hushtford.....	4	...	4	...	51-3	293	285	578	340	1	10	51-3	41-4	4	24 00	10 00
Le Roy.....	4	...	3	...	53-4	208	191	899	204	2	5	53-4	21-7	51-3	19 95	12 90
Lomira.....	8	...	3	...	...	214	194	408	356	7	8	...	...	...	18 00	10 00
Lowell.....	7	...	5	...	52-3	394	387	781	555	30	4	52-3	4	5	24 00	12 10
Oak Grove.....	7	...	5	...	63-4	376	360	736	630	7	8	53-4	41-8	44-5	26 50	10 00
Lebanon.....	6	...	1	...	...	350	352	702	332	2	7	6	...	...	30 00	12 00
Portland.....	4	...	7	...	...	230	220	470	336	3	8	4	31-2	31-4	21 81	10 41
Rubicon.....	9	...	4	...	53-4	457	348	805	591	12	11	53-4	22-8	42-3	20 75	9 50
Shields.....	5	...	1	...	...	285	322	607	350	5	...	6	81-3	41-8	17 00	11 00
Theresa.....	5	...	3	...	...	403	388	789	239	2	...	...	...	...	26 00	16 00
Trenton.....	11	...	6	...	7	364	237	651	557	2	4	7	4	6	21 00	15 00
Westford.....	4	...	2	...	...	113	75	193	130	4	...	...	5	7	28 25	14 25
Williamstown.....	5	...	2	...	64-7	371	351	722	459	6	8	64-7	41-2	32-7	23 00	10 48
	139	...	93	...	...	7962	7357	15339	10168	129	180	62-3	41-4	4	\$24 31	\$11 68

DOOR—

Otumba.....	4	...	...	...	3	116	114	230	98	1	...	3	1	1	30 00	17 50
Gibraltar.....	4	...	...	...	21-2	57	48	105	67	2	...	21-2	...	21-2	.....	14 50
	8	...	...	...	23-4	173	162	335	165	8	...	23-4	1	13-4	\$30 00	\$16 00

TABLE NO. V.—continued.

Names of Counties and Towns.	No. of School Districts.	No. of Districts which have not reported.	No. of parts of Districts.	No. of parts of Districts which have not reported.	No. of School Houses in Joint Districts.	Average No. of Months School have been taught.	No. of Male Children residing in Town, over 4 and under 20 years of age.	No. of Female Children residing in Town, over 4 and under 20 yrs of age.	Total No. of Children residing in Town, over 4 and under 20 yrs of age.	No. of Children over 20 years of age who have attended School.	No. of Children under 4 years of age who have attended School.	No. of Children under 4 and under 20 yrs of age who have attended School.	Average No. Months Children between 4 and 20 years of age have attended School.	Average No. Months Schools have been taught by a Male Teacher.	Aver. No. Months Schools have been taught by a Female Teacher.	Average amount of Wages per Month paid to Male Teachers.	Average amount of Wages per Month paid to Female Teachers.
DOUGLASS—																	
Superior.....	2	....	....	....	....	81-2	75	99	174	148	....	....	4	5	5	\$50 00	\$29 00
DUNN—																	
Menomonee.....	2	....	....	....	....	31-4	30	30	60	59	....	....	13-4	3	31-4	28 00	\$16 00
Dunn.....	4	....	2	....	....	3	49	62	111	86	7	....	3	....	3	....	18 20
Kau Galla.....	1	....	1	....	....	81-4	26	30	56	49	....	....	41-2	4	....	22 00	10 00
Rock Creek.....	5	....	....	....	....	3	55	32	87	64	2	....	21-3	....	3	....	14 63
Spring Brook.....	4	....	....	....	....	4	73	61	139	139	3	....	31-4	3	....	33 33	13 00
	16	....	3	....	1	4	238	215	453	381	12	2	3	3	31-2	\$27 77	\$17 96
EAU CLAIRE—																	
Bridge Creek...	3	....	....	....	3	4	51	41	92	79	1	....	35-18	3	3	\$20 00	\$16 66
Kau Claire.....	7	2	....	....	4	43-4	155	119	274	133	1	....	....	1-2	41-5	40 00	20 50
Brunswick.....	1	....	....	....	....	31-2	36	27	63	23	....	....	25-7	....	31-2	....	22 00
Half Moon.....	4	....	....	....	2	5	63	63	131	94	....	....	5	31-2	31-2	37 50	28 00
	15	2	....	....	9	41-4	310	250	560	394	2	6	31-2	21-3	31-2	\$32 50	\$ 1 79

TABLE No. V.—continued.

Names of Counties and Towns.	No. of School Districts.	No. of Districts which have not reported.	No. of parts of Districts.	No. of parts of Districts which have not reported.	No. of School Houses in Joint Districts.	Average No. of Months Schools have been taught	No. of Male Children residing in Town, over 4 and under 20 years of age.	No. of Female Children residing in Town, over 4 and under 20 yrs of age.	Total No. of Children residing in Town, over 4 and under 20 years of age.	No. of Children over 4 and under 20 years of age who have attended School.	No. of Children under 4 years of age who have attended School.	No. of Children over 20 years of age who have attended School.	Average No. Months Children between 4 and 20 years of age have attended School.	Aver. No. Months Schools have been taught by a Male Teacher.	Aver. No. Months Schools have been taught by a Female Teacher.	Average amount of Wages per Month paid to Male Teachers.	Average amount of Wages per Month paid to Female Teachers.
GRANT—continued	9	...	8	...	1	7	280	230	510	404	3	3	7	2	5	\$22 00	\$12 00
Fennimore.....	7	...	2	...	...	6	233	185	418	291	3	3	6	3	4	14 00	11 00
Harrison.....	7	...	...	...	...	7	517	441	958	...	5	5	4	5	4	33 00	19 00
Haile Green.....	3	...	3	...	1	5	103	90	193	189	...	...	4	6	4	19 00	12 00
Hickory Grove....	4	...	5	...	...	8	232	244	476	252	2	7	3	7	5	35 00	18 00
Jamestown.....	10	...	6	...	1	7	368	348	716	490	2	7	7	5	7	26 00	17 00
Lancaster.....	4	...	3	...	1	5	104	68	172	155	2	1	6	4	4	18 00	13 00
Liberty.....	5	...	4	...	...	6	208	191	399	800	6	...	6	4	8	23 00	15 00
Lima.....	2	...	4	...	3	6	107	81	188	139	2	...	5	4	4	22 00	12 00
Little Grant.....	4	...	1	...	...	7	173	147	320	233	2	...	5	4	5	25 00	13 00
Marion.....	11	...	3	...	...	7	321	298	619	465	9	5	6	4	4	23 00	12 00
Millville.....	4	...	2	...	...	5	127	119	246	164	3	...	4	5	6	37 00	10 00
Muscola.....	4	...	1	...	...	5	137	126	263	175	6	...	5	6	6	25 00	...
Paris.....	4	...	3	...	...	5	216	186	402	220	...	...	5	6	4	24 00	16 00
Patch Grove....	8	...	1	...	1	5	642	496	1038	635	...	...	5	6	3	30 00	20 00
Plattville.....	3	...	4	...	2	5	508	495	1003	663	...	...	5	3	2	25 00	16 00
Potosi.....	5	...	...	...	...	7	264	195	459	298	...	...	5	5	5	80 20	27 00
Smelter.....	6	...	4	...	3	7	129	111	240	200	4	...	3	5	3	27 00	20 00
Wingville.....	9	...	...	...	...	5	76	63	180	68	3	3	9	4	6	20 00	12 00
Watertown.....	4	...	...	...	...	5	...	...	...	...	...	...	...	...	...	...	...

Wyalusing.....	8	...	...	...	5	107	106	212	148	...	5	5	8	4	4	\$25 00	\$12 00
Waterloo.....	4	...	...	...	5	110	88	188	95	8	8	8	4	4	4	24 00	11 00
	140	...	64	...	28	51-2	5208	11010	6832	85	69	5	4	4	4	\$24 07	\$13 50
GREEN—																	
Albany.....	6	...	3	...	2	255	231	486	407	15	11	...	4	5	5	\$27 70	\$13 80
Adams.....	6	...	1	...	...	150	99	249	141	...	...	...	...	...	...	15 00	8 00
Clarno.....	8	...	1	...	...	850	332	682	449	...	...	...	...	...	...	25 83	14 12
Brooklyn.....	5	...	5	...	4	81-2	199	395	873	7	17	...	...	...	...	21 13	10 82
Exeter.....	7	...	3	...	1	61-2	186	355	233	5	3	61-2	2	41-2	45-9	23 75	9 64
Decatur.....	9	...	1	...	...	800	289	539	468	4	12	21-9	3	81-3	8	27 50	12 80
Jefferson....	7	...	4	...	...	296	263	559	486	6	18	41-9	31-9	32-3	21 69	13 00	10 00
Jordan.....	5	...	2	...	3	62-3	174	353	216	6	5	...	3	3	22 00	10 00	10 00
Mt. Pleasant..	7	...	3	...	1	72-3	247	444	414	8	5	...	...	...	...	25 43	11 56
Monroe.....	7	...	5	...	...	458	461	919	600	1	3	41-2	3	31-2	26 00	16 33	16 33
New Glarus....	3	...	4	...	1	8	137	302	180	1	8	41-2	41-2	31-2	18 50	15 00	15 00
Sylvester.....	8	...	4	...	2	61-4	258	484	315	60	...	...	...	...	...	25 00	12 00
Spring Grove...	8	...	1	...	...	257	226	483	483	4	17	8	3	3	24 00	12 00	12 00
Washington....	5	...	4	...	2	8	129	307	203	5	16	8	4	4	23 00	12 00	12 00
York	2	...	3	...	2	...	106	228	184	12	7	4	...	...	20 00	12 00	12 00
Cadiz.....	7	...	2	...	1	7	244	445	321	...	...	7	4	...	24 00	12 00	12 00
	100	...	46	2	22	63-4	3436	7280	5471	134	121	6	3	31-2	\$23 16	\$12 13	\$12 13
GREEN LAKE—																	
City of Berlin..	1	...	...	...	7	338	369	708	450	1	...	...	7	7	\$70 00	\$28 00	\$28 00
Berlin.....	3	...	4	...	3	71-2	180	383	844	...	4	51-2	84-5	46-7	25 05	11 88	11 88
Brooklyn.....	8	...	7	...	4	71-4	197	393	238	6	6	71-4	4	4	25 00	12 00	12 00
Dayton.....	2	...	5	...	3	71-7	152	279	240	...	1	4	3	41-6	26 75	14 85	14 85
Green Lake....	7	...	6	...	2	61-2	222	197	419	2	6	42-3	21-3	3	24 50	12 71	12 71
Kingston.....	5	...	2	...	1	7	179	346	371	21	...	7	4	3	26 25	12 00	12 00
Mackford.....	5	...	4	...	1	8	219	383	335	18	12	31-3	31-2	41-4	25 87	13 12	13 12
Manchester.....	7	...	2	...	...	61-2	207	388	305	12	2	6	31-4	41-4	23 18	9 33	9 33

TABLE NO. V.—continued.

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GREEN LAKE—cont.																	
Marquette	2	...	...	...	...	74	110	91	201	141	...	4	9 2-5	3 1-2	2 2-8	\$24 00	\$14 38
Markesan Village	1	...	...	...	...	9	68	69	137	174	...	...	...	...	9	20 00	...
Princeton	5	...	...	...	...	2	312	280	592	500	5	10	4	3 1-2	4 1-2	26 00	12 50
Seneca	2	...	...	...	...	1	88	63	161	115	...	1	6	3	7	9 00	13 00
Ste. Marie	2	...	...	...	...	3	140	89	229	182	5	3	6 1-3	1 2-3	1 1-3	25 00	13 75
	45	...	41	...	20	7	2402	2196	4586	3649	72	49	5 8-4	3 1-2	4 3-4	\$27 00	\$12 88
IOWA—																	
Arens	11	3	5	...	3	54-5	205	187	392	265	3	3	2 3-4	1 3-4	3 3-4	\$24 00	\$15 13
Clyde	4	...	...	...	...	63-5	109	112	221	200	...	...	...	...	...	18 00	14 00
Dodgeville	9	...	2	...	2	61-5	613	647	1280	809	3	2	6 1-7	2 1-2	4 1-3	27 37	20 00
Highland	10	...	2	...	2	5	421	389	810	610	5	5	4	3	2	25 00	18 00
Linden	7	...	...	...	...	61-2	349	290	639	357	2	4	4	4 1-2	4	29 60	14 10
Mifflin	8	...	...	...	...	61-8	270	180	450	324	1	7	5 1-8	3 1-4	1 7-8	29 00	19 20
Mineral Point	6	...	2	...	1	61-8	270	233	503	251	1	3	4 5-8	1 5-8	4 1-2	25 75	19 67
Mineral Pt. City	1	...	...	...	...	91-2	617	592	1209	673	13	...	4 1-4	9 1-2	10	50 00	25 00
Pulaski	9	...	2	...	2	68-7	181	160	341	265	1	4	6 8-7	3 1-7	3 2-7	25 00	13 38

IOWA—cont.

Ridgeway.....	8	.....	2	.....	1	6	370	393	703	385	2	6	.....	5	.....	3	5-7	\$23 49	\$15 65
Wyoming.....	5	.....	2	.....	1	66-7	157	138	295	204	.....	8	.....	.....	.....	.....	.....	23 58	20 00
Waldwick.....	11	4	2	.....	1	51-9	216	187	403	337	5	7	.....	.....	.....	.....	.....	.....	.....
	85	7	21	.....	13	6	3778	3448	7226	4670	36	49	.....	5	.....	5	4	27 00	17 55

JACKSON—

Albion	5	1	.....	.....	.....	41-2	175	215	390	197	.....	.....	4+	.....	1	1-2	3	80 50	21 75
Alma.....	3	.....	.....	.....	.....	6	77	75	122	126	2	4	.....	.....	2	4	4	23 00	10 00
Bristol	6	2	2	1	1	6	85	79	164	126	1	2	.....	.....	2	4	4	18 33	10 00
Hixton	4	1	.....	.....	.....	6	40	40	80	76	1	5	.....	.....	2	4	4	19 50	15 00
Irving.....	4	1	.....	.....	.....	6	61	53	114	73	.....	8	.....	.....	3+	2	2	25 00	10 00
Manchester...	5	4	1	.....	.....	6	21	19	40	25	.....	.....	.....	.....	6	8	3	22 00	14 00
Northfield.....	2	.....	.....	.....	.....	3	21	17	98	96	1	.....	.....	.....	4+	.....	8	.....	10 00
	29	9	3	1	1	51-2	480	498	978	649	5	10	.....	5	.....	2	1-2	22 73	1 96

JEFFERSON—

Astalan	4	.....	4	.....	2	8	162	144	306	171	4	4	.....	6	.....	4	4	\$25 52	\$10 59
Cold Spring....	4	.....	3	.....	1	8	205	146	351	277	5	4	.....	.....	.....	3	5	22 00	9 00
Concord	5	.....	5	.....	4	71-3	288	274	562	383	4	12	.....	4	.....	3	3-4	25 68	12 20
Farmington....	9	.....	3	.....	1	71-2	305	350	655	476	28	3	.....	5	.....	3	4	20 00	12 00
Hebron	5	.....	2	.....	1	71-8	177	201	378	302	7	2	.....	5	.....	8	6-7	24 83	10 43
Ixonia	6	.....	5	.....	3	71-2	371	355	726	388	2	7	.....	4+	.....	3	4	20 00	12 00
Jefferson	12	.....	4	.....	1	7	519	470	989	684	23	10	.....	5	.....	3	4	18 33	11 26
Koshkonong....	7	.....	6	.....	3	8	423	419	842	619	18	14	.....	6+	.....	4	2-3	25 88	-10 70
Lake Mills....	2	.....	9	.....	5	81-3	300	263	563	383	8	7	.....	5	.....	2	1-2	23 00	11 88
Millford	8	.....	5	.....	.....	95-8	283	262	545	351	2	13	.....	.....	.....	4	1-5	24 00	12 40
Palmyra	4	.....	7	.....	2	81-2	347	328	675	561	.....	27	.....	7	.....	4	2-3	31 60	14 18
Sullivan	5	.....	6	.....	3	71-3	310	269	579	481	4	8	.....	4+	.....	2	3-4	26 88	12 63
Waterloo.....	5	.....	6	.....	2	65-6	290	317	607	427	7	7	.....	4+	.....	3	1-3	23 46	12 83
Watertown.....	8	.....	4	.....	3	7	523	486	1009	460	8	5	.....	5	.....	1	1-2	20 00	12 00

TABLE No. V.—continued.

Names of Counties and Towns.	No. of School Districts.	No. of Districts which have not reported.	No. of parts of Districts.	No. of parts of Districts which have not reported.	No. of School Houses in Joint Districts.	Average No. of Months Schools have been taught.	No. of Male Children residing in Town, over 4 and under 20 years of age.	No. of Female Children residing in Town, over 4 and under 20 yrs of age.	Total No. of Children residing in Town, over 4 and under 20 yrs of age.	No. of Children over 4 and under 20 yrs of age who have attended School.	No. of Children under 4 years of age who have attended School.	No. of Children over 20 years of age who have attended School.	Average No. Months Children between 4 and 20 years of age have attended School.	Aver. No. Months Schools have been taught by a Male Teacher.	Aver. No. Months Schools have been taught by a Female Teacher.	Average amount of Wages per Month paid to Male Teachers.	Average amount of Wages per Month paid to Female Teachers.
LA CROSSE—cont.																	
Greenfield.....	3	...	11	...	3	1459	1456	2915	2093	15	20	5	6	8	28 10	15 55	
Bangor.....	3	...	3	...	4	189	179	378	286	5	7	3	38-4	4	17 00	11 00	
Barnes.....	4	...	2	...	4 1-2	126	123	249	140	3	...	6	4	4	26 00	15 00	
Berrie.....	4	...	3	...	1	425	405	830	414	3	...	33-4	6	4 1-4	27 50	22 00	
Holland.....	8	...	1	...	1	317	288	605	481	12	5	35-8	2	48-8	29 33	18 62	
Jackson.....	3	...	3	...	...	384	214	548	268	...	1	27-8	23-7	23-7	27 00	16 80	
Campbell.....	2	...	2	...	1 61-2	204	220	424	318	...	5	41-2	28-8	35-8	23 00	12 50	
Buchanan—no report.	...	...	2	...	...	216	107	418	277	1	5	8	2	4	22 50	12 00	
LA FAYETTE—																	
Argyle.....	8	...	3	...	...	...	...	...	...	...	...	...	...	...	...	...	
Belmont.....	5	...	2	...	...	...	...	...	...	...	...	...	...	...	...	...	
Benton.....	5	...	3	...	...	...	...	...	...	...	...	...	...	...	...	...	
Centre.....	12	5	1	...	...	...	...	...	...	...	...	...	...	...	...	...	
Elk Grove.....	3	...	4	...	...	...	...	...	...	...	...	...	...	...	...	...	
Fayette.....	6	...	2	...	...	...	...	...	...	...	...	...	...	...	...	...	
Gratiot.....	6	...	2	...	...	...	...	...	...	...	...	...	...	...	...	...	

Kendall.....	5	...	1	...	1	42-3	227	179	406	317	...	3	41-2	31-3	3	2-3	\$28 80	\$15
Monticello.....	3	1	2	...	...	3	74	79	153	88	...	10	6	3	4	...	30 00	15 00
New Diggings.....	4	...	1	...	...	...	376	289	665	800	...	...	...	9	12	...	27 50	20 50
Shullaburg.....	4	...	2	...	...	...	493	436	934	366	...	2	6	6	5	...	30 00	18 00
Wayne.....	5	...	2	1	...	...	115	118	233	223	4	7	4	3	2	...	18 00	10 60
Wiota.....	8	...	5	...	...	...	824	317	641	453	5	21	21-2	3	3	...	24 00	11 00
Willow Springs..	7	...	1	...	1	...	203	166	369	200	...	...	...	31-2	4	...	21 33	13 67
White Oak Springs	2	...	1	...	...	...	124	128	252	132	1	6	41-4	4	1-4	...	35 00	14 33
	83	6	32	1	8	41-2	3762	3388	7100	4259	84	72	81-2	4	4	1-2	25 73	14 76
LA POINTE—																		
Bayfield.....	1	...	...	...	1	10	13	24	37	24	...	...	10	10	...	...	25 00	...
La Pointe.....	1	...	1	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...
Bayport.....	1	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	3	...	2	...	2	10	13	24	37	24	...	...	10	10	...	...	25 00	...
MANITOWOC—																		
Buchanan.....	5	...	...	...	...	4	177	144	321	132	...	4	4	3	1	...	24 08	14 00
Cato.....	6	...	4	...	2	4	239	212	451	186	12	...	37-9	18-9	2	...	25 00	16 00
Centerville.....	6	...	...	...	...	43-5	201	194	386	180	...	...	43-5	21-5	2	2-5	19 50	17 60
Cooperstown...	5	1	...	...	...	3	151	171	322	127	...	...	8	2	1	...	20 00	15 00
Eaton.....	5	1	...	...	...	4	95	86	181	104	1	2	4	...	...	...	...	12 00
Franklin.....	5	...	1	...	1	61-6	176	159	336	141	3	...	61-6	1	5	1-6	12 50	10 00
Kosuth.....	5	...	...	...	...	63-5	223	245	468	255	8	4	6	33-5	3	...	20 67	18 00
Manitowoc.....	4	1	...	...	...	91-7	530	573	1103	454	11	4	5	81-7	1	8-9	43 00	24 50
do Rapids.....	6	...	...	...	...	8	242	232	474	239	7	3	5	4	1	1-2	25 00	20 00
Maple Grove.....	1	...	2	1	...	71-2	139	109	248	65	...	...	7	3	4	1-2	20 00	15 50
Meeme.....	5	...	...	...	...	61-5	231	147	373	164	4	...	51-2	4	2	1-5	22 00	14 00
Mishicot.....	12	3	1	...	1	5	371	303	674	284	7	13	...	2	3	...	28 79	16 71
Newtona.....	5	...	...	...	...	61-5	247	241	488	202	1	1	5	31-5	2	...	30 00	18 00
Rockland.....	2	...	3	...	2	31-5	85	103	188	106	2	...	3	...	3	1-5	...	16 00

TABLE No. V.—continued.

Names of Counties and Towns.	No. of School Districts.	No. of Districts which have not reported.	No. of parts of Districts which have not reported.	No. of School Houses in Joint Districts.	Average No. of months Schools have been taught	No. of Male Children re- siding in Town, over 4 and under 20 years of age.	No. of Female Children re- siding in Town, over 4 and under 20 yrs of age.	Total No. of Children re- siding in Town, over 4 and under 20 yrs of age.	No. of Children over 4 and under 20 years of age who have attended School.	No. of Children under 4 years of age who have attended School.	Average No. months Chil- dren between 4 and 20 years of age who have attended School.	Aver. No. months Schools have been taught by a Male Teacher.	Aver. No. months Schools have been taught by a Female Teacher.	Average amount of Wages per Month paid to Male Teachers.	Average amount of Wages per Month paid to Fe- male Teachers.
MANITOWOC, cont.															
Schleswig.....	7	8	1	1	31-2	81	89	170	58	.....	31-2	11-2	2	\$16 00	\$16 00
Two Rivers.....	7	1	1	1	58-4	412	397	808	878	6	58-4	31-2	21-4	35 00	22 24
	85	10	12	1	5	3600	3405	7005	3081	64	43-4	3	21-2	\$21 84	\$16 58
MARATHON—															
Wausau.....	8	.....	.....	.....	42-9	62	100	182	145	1	31-2	31-2	31-2	\$42 00	\$16 00
Mosinee.....	3	.....	.....	.....	6	53	157	115	39	.....	6	3	41-2	22 00	17 00
Jenny.....	1	.....	.....	.....	31-2	20	18	38	11	1	3	31-2	.....	.....	23 00
Kan Claire.....	No report	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Texas.....	No report	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	7	.....	.....	.....	42-3	160	175	335	195	2	4	31-3	4	\$32 00	\$18 67
MARQUETTE—															
Buffalo.....	6	.....	7	3	51-2	163	128	291	246	6	4	33-14	33-7	\$18 71	\$8 00
Crystal Lake.....	4	.....	5	.....	5	88	99	185	130	6	4	3	3	21 00	10 00
Harris.....	3	.....	2	.....	6	106	80	186	133	4	.....	.....	.....	.....	69 50
Moundville.....	6	.....	3	3	66-9	207	166	373	346	6	5	22-3	35-9	.....	10 00

Montello.....	3	...	8	...	2	51-6	140	123	262	184	6	4	51-8	22-3	21-2	\$28 20	\$13 60
Mecan.....	2	...	2	...	1	43-4	85	75	160	88	...	...	...	51-2	...	20 00	12 40
Neshkoro.....	1	...	1	...	1	7	51	44	95	76	6	...	41-3	4	31-3	25 00	12 68
Newton.....	4	...	4	...	2	31-3	122	96	220	168	2	...	...	...	...	22 00	11 87
Oxford.....	3	...	2	...	...	61-5	133	129	262	191	5	3	61-5	33-4	4	26 00	11 90
Packwaukee.....	5	...	3	...	2	6	122	93	215	208	4	8	51-2	33-4	31-2	20 00	8 00
Shields.....	1	...	5	...	2	51-2	117	105	222	149	2	2	3	3	4	24 00	11 50
Springfield.....	5	...	3	...	1	41-2	58	48	103	...	...	...	...	4	...	27 00	9 65
Westfield.....	2	...	2	...	1	63-8	82	75	157	88	...	...	...	7	4	19 50	8 00
	44	...	42	4	18	51-2	1472	1262	2784	1986	47	33	41-2	4	31-2	\$22 61	\$15 15
MILWAUKEE—																	
Franklin.....	5	...	4	...	3	52-3	360	317	677	400	...	...	41-12	6	5	\$23 33	\$15 00
Greenfield.....	10	...	5	...	3	33-4	511	463	974	532	12	9	412-15	45-11	4	26 64	15 70
Granville.....	11	...	1	...	...	6	554	479	1033	617	5	3	41-2	...	...	24 76	16 02
Lake.....	7	...	2	...	...	72-3	431	302	733	421	3	2	54-9	35-6	33-4	23 90	15 68
Milwaukee.....	9	...	...	...	...	64-9	477	450	927	346	...	1	...	...	...	25 00	16 12
Oak Creek.....	6	...	3	...	2	92-9	414	407	821	451	2	2	6	62-3	11-3	24 16	18 68
Wauwatosa.....	9	...	4	...	2	75-6	526	498	1619	543	1	1	4	31-6	43-4	26 10	17 68
Milwaukee city..	9	...	...	...	...	...	7501	5848	13349	...	...	...	...	...	...	80 75	31 47
	66	...	19	...	10	7	10774	8759	19533	3810	23	18	41-2	41-2	33-4	\$31 58	\$18 05
MONROE—																	
Adrian.....	2	...	2	...	1	51-2	68	55	123	88	...	1	5	3	4	\$26 00	\$16 00
Angelo.....	3	...	1	...	1	51-2	57	69	126	112	5	4	4	5	6	20 00	13 66
Clifton.....	1	...	1	...	7	...	17	13	30	20	...	...	5	3	4	...	...
Eaton.....	2	...	...	...	3	...	11	9	20	...	...	...	...	...	...	...	20 00
Greenfield.....	9	...	2	...	...	4	102	115	217	135	3	1	3	...	...	...	11 00
Glendale.....	3	...	1	...	...	31-2	47	41	88	88	1	1	2	3	3	18 00	13 00
Leon.....	4	...	2	...	5	...	106	89	195	162	2	4	3	2	3	23 00	14 50
La Fayette.....	4	...	1	...	...	41-2	42	45	87	87	...	...	...	21-2	8	24 00	12 00
Le Roy.....	1	...	2	...	...	41-2	29	35	64	59	2	...	...	...	...	...	11 50
Little Falls.....	5	...	3	...	3	5	57	65	122	37	...	...	5	...	5	...	8 00

TABLE No. V.—continued.

Names of Counties and Towns.	MONROE—contd..																	OCONTO—									
	No. of School Districts.	No. of Districts which have not reported.	No. of parts of Districts.	No. of parts of Districts which have not reported.	No. of School Houses in Joint Districts.	Average No. of Months Schools have been taught.	No. of Male Children residing in Town, over 4 and under 20 years of age.	No. of Female Children residing in Town, over 4 and under 20 yrs of age.	Total No. of Children residing in Town, over 4 and under 20 yrs of age.	No. of Children over 4 and under 20 yrs of age who have attended School.	No. of Children under 4 years of age who have attended School.	No. of Children over 20 years of age who have attended School.	Average No. Months Children between 4 and 20 years of age have attended School.	Aver. No. Months Schools have been taught by a Male Teacher.	Aver. No. Months Schools have been taught by a Female Teacher.	Average amount of Wages per Month paid to Male Teachers.	Average amount of Wages per Month paid to Female Teachers.										
Portland.....	8	2	1	1	1	41-2	90	65	155	67	1	.....	3	3	3	\$18 00	\$12 00										
Ridgerville.....	8	1	1	1	1	61-2	69	42	111	70	1	.....	5	4	9	25 00	12 00										
Sparta.....	8	.....	.....	.....	.....	61-2	241	250	491	875	10	.....	5	28-4	4	34 00	18 50										
Sheldon.....	8	.....	.....	.....	.....	31-2	56	50	106	47	3	.....	2	.....	4	.....	.....										
Tomah.....	2	.....	.....	.....	.....	51-2	42	39	81	80	6	.....	5	4	4	36 00	12 00										
Wilson.....	4	.....	.....	.....	.....	61-2	54	72	126	101	8	.....	3	11-2	41-2	20 00	10 00										
Wellington.....	2	.....	.....	.....	.....	31-2	40	23	63	49	8	.....	3	.....	81-2	.....	12 25										
	63	8	24	5	12	43-4	1128	1077	2205	1607	40	23	4	3	41-2	\$24 40	\$12 82										
Marinette.....	5	.....	.....	.....	.....	51-5	87	72	159	140	.....	1	.....	7	9	\$30 00	20 00										
Oconto.....	8	.....	.....	.....	.....	8	140	131	271	202	5	1	.....	81-2	71-2	50 00	9 00										
Stiles.....	2	.....	.....	.....	.....	31-2	57	57	114	49	.....	.....	.....	2	31-2	32 18	16 00										
Pensaukee.....	2	.....	.....	.....	.....	11	56	45	101	39	.....	.....	.....	.....	11	.....	.....										
	12	.....	.....	.....	.....	7	340	305	645	430	5	2	.....	51-2	8	37 89	15 00										

OUTAGAMIE—

Appleton City	4	4	12	2	8	51-5	1531	1288	2819	1710	108	6	5	4	41-2	\$28 80	\$15 09
Bovina	4	4	1	1	1	71-2	388	310	643	318	1	1	8-5	51-2	2	\$31 81	\$16 67
Buchanan	8	3	1	1	1	5	88	29	65	67	1	1	51-3	51-3	51-3	21 00	12 50
Center	4	4	1	1	1	31-3	63	42	106	90	90	2	4-4	31-2	3	28 00	23 00
Ellington	8	4	1	1	1	41-2	77	43	120	98	1	1	31-2	31-2	4	20 00	14 00
Embarras	1	1	1	1	1	41-4	120	95	215	167	1	1	3	8	10	20 00	14 00
Freedom	8	1	1	1	1	61-2	85	82	67	175	1	1	6	11	5	80 00	20 00
Grand Chute	7	8	1	1	1	7-4	169	108	267	112	1	1	6	1	5	26 00	14 00
Greenville	9	1	1	1	1	41-2	147	146	293	190	6	1	2-4	3	8	23 00	14 10
Hortonville	4	1	1	1	1	7-4	121	98	219	179	4	1	5	4-4	61-2	16 50	16 50
Kaukauna	2	3	1	1	1	61-2	187	162	349	199	2	1	41-2	7	7	23 00	17 00
Liberty	1	1	1	1	1	8	37	26	63	120	1	1	21-2	12-5	81-5	15 00	10 00
Medina	4	4	1	1	1	4	106	78	179	120	5	1	21-2	4	41-2	15 00	10 50
	54	4	12	2	8	51-5	1531	1288	2819	1710	108	6	5	4	41-2	\$28 80	\$15 09

OZAUKEE—

Mequon	18	2	2	2	8	6	689	690	1829	629	1	1	4-5	5-5	1	\$26 70	\$17 00
Cedarburg	6	4	1	1	3	6	571	590	1161	547	1	1	6	8	3	20 00	15 00
Grafton	5	2	1	1	10	6	879	811	690	841	5	1	4-5	5-5	41-3	29 17	14 75
Saukville	4	6	1	1	4	9	862	824	676	339	40	5	5	6	4	25 00	17 00
Pt. Washington	6	1	1	1	1	51-2	535	449	708	615	12	9	41-2	6	5	25 00	17 50
Fredonia	8	3	1	1	1	41-2	352	356	708	364	7	1	8	5	4	23 00	15 00
Belgium	7	1	1	1	6	6	507	493	1000	580	7	1	5	3	3	19 63	15 00
	49	18	8	8	6	6-4	3335	3213	6543	3395	71	16	4-4	4-4	81-2	\$24 85	\$15 75

PEPIN—

Pepin	4	4	1	1	1	61-2	198	163	856	821	1	1	4	2	41-2	\$80 00	\$20 00
Bear Creek	8	1	1	1	1	41-2	67	56	123	12	1	1	3	2	21-2	16 00	14 00
Albany	1	1	1	1	1	8	13	9	22	12	1	1	3	3	3	28 00	8 00
Frankfort	2	1	1	1	1	8-5	19	22	41	21	1	1	34-7	34-7	41-2	18 63	12 00
Waubeek	1	1	1	1	1	41-2	27	31	56	52	4	4	41-2	41-2	41-2	18 63	12 00
Lima	1	1	1	1	1	3	7	6	13	13	1	1	31-2	21-2	31-2	\$24 68	\$13 53
	12	8	5	8	4	4	326	287	613	406	5	101	31-2	21-2	31-2	\$24 68	\$13 53

TABLE No. V.—continued.

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PIERCE—																	
Diamond Bluff.....	2	1	1	1	1	31-8	38	27	60	34	1	11-2		31-8	31-8		\$11 00
Oak Grove.....	3	1	1	1	1	31-8	21	29	50	16		8		8			20 00
Clifton.....	3	1	1	1	1	31-8	24	19	43	24		31-8		31-8			16 50
Mertell.....	2	1	1	1	1	6	43	28	69	43		10	6	6		\$23 00	15 00
Trim Belle.....	4	1	1	1	1	51-2	52	57	109	88	2	181-2	11-8	41-2	41-2	18 00	16 00
River Falls.....	5	2	1	1	1	7	84	80	164	118	1	7	4	3	3	30 00	20 00
Pleasant Valley.....	3	1	1	1	1	3	52	50	102	30		8	8	3	3	25 00	12 00
Isabelle.....	1	1	1	1	1	7	13	22	35	27	1	7		7			25 00
Prescott City.....	1	1	1	1	1	2	8	180	380	175		2	8	8	8	50 00	25 00
Perry.....	2	1	1	1	1	3	20	21	41	11							10 00
Harland No report.	1	1	1	1	1												
Trenton.....	1	1	1	1	1	3	19	16	35	14							
	26	4	8	8	8	41-2	541	497	1038	589	6	81-2	41-2	41-2	41-2	\$29 20	\$17 81
POLK—																	
Le Roy.....	4	1	1	1	1	5	101	81	182	148		41-2	8	41-2	41-2	\$28 00	\$17 50
St. Croix.....	1	1	1	1	1	4	50	49	99	56		2				45 00	20 85
	5	1	1	1	1	41-2	151	124	276	204		38-4	8	41-2	41-2	\$85 50	\$19 07

TABLE No. V.—continued.

Names of Counties and Towns.	No. of School Districts.	No. of Districts which have not reported.	No. of parts of Districts.	No. of parts of Districts which have not reported.	No. of School Houses in Joint Districts.	Average No. of Months School have been taught.	No. of Male Children residing in Town, over 4 and under 20 years of age.	No. of Female Children residing in Town, over 4 and under 20 yrs of age.	Total No. of Children residing in Town, over 4 and under 20 yrs of age.	No. of Children over 4 and under 20 yrs of age who have attended School.	No. of Children under 4 years of age who have attended School.	No. of Children over 20 years of age who have attended School.	Average No. Months Children between 4 and 20 years of age have attended School.	Aver. No. Months Schools have been taught by a Male Teacher.	Aver. No. Months Schools have been taught by a Female Teacher.	Average amount of Wages per Month paid to Male Teachers.	Average amount of Wages per Month paid to Female Teachers.
RICHLAND—cont.																	
Forest	6	...	4	...	2	36-7	96	89	185	127	...	2	3	3 1-4	3 2-3	\$22 20	\$12 68
Heartta	5	...	1	...	1	51-3	80	89	179	132	1	1	3	...	...	20 00	10 06
Ithaca	4	1	6	...	6	55-9	215	173	388	282	6	2	5	3 2-3	4 1-2	22 68	13 87
Marshall	2	...	4	...	8	32-3	129	87	216	161	1	7	...	...	...	20 00	10 00
Rockbridge	4	3	8	1	...	51-2	105	91	196	94	...	...	...	...	...	22 00	12 00
Richmond	5	...	1	...	...	35-6	120	122	242	181	2	...	4	3	3	30 00	12 57
Richwood	7	...	1	...	1	33-4	186	167	343	281	2	...	3	...	...	22 00	9 50
Richland	5	...	5	2	2	33-5	188	147	335	264	11	9	3	2 2-3	2 1-7	19 00	9 60
Sylvan	6	...	1	...	1	41-6	115	80	195	141	3	17	8	3	4	20 00	7 41
Westford	3	1	2	...	1	4	102	85	187	108	1	2	3	1 1-2	2 1-2	19 50	6 62
Willow	3	1	3	2	1	42-3	68	57	125	77	3	1	4	3	3	17 00	11 00
	77	9	41	8	22	41-2	1987	1686	3673	2590	36	46	8	2 1-2	3 1-3	\$20 83	10 53
ROCK—																	
Avon	7	...	4	...	3	61-2	197	193	390	347	3	6	3	1 1-2	5 1-9	22 50	11 00
Beloit	7	...	2	...	1	61-2	145	125	270	212	2	1	4	2	2 1-2	22 50	11 57
Bradford	11	...	7	...	3	7	243	194	487	311	6	6	4	4 1-2	4	28 06	13 97

BOOK.—cont.

ROCK.—cont.	11	6	2	206	183	889	309	.....	18	4	1-2	3	1-2	5	\$29 00	\$16 00
Center	11	7	3	206	183	889	309	.....	18	5	1-2	3	1-2	5	\$29 00	\$16 00
Clinton	11	7	3	322	291	613	445	.....	7	6	5	3	5	3	23 70	13 68
Fulton	10	3	1	339	360	749	529	22	19	6	1-2	3	1-2	8	30 00	13 00
Harmony	9	1	7	171	189	840	251	6	.....	6	1-2	4	1-2	4	24 25	13 00
Johnstown	11	4	1	238	205	441	366	2	6	6	1-2	3	2-3	5	27 66	16 20
Lima	11	11	7	236	207	433	375	8	12	6	1-2	2	1-4	3	24 60	11 00
La Prairie	10	6	8	148	152	298	268	9	13	3	2-5	2	5-9	4	26 41	15 00
Milton	10	5	6	285	289	554	384	.....	6	8	7-10	3	1-2	4	23 75	12 00
Magnolia	9	4	2	235	208	443	381	2	2	4	1-2	3	1-2	4	29 48	14 28
Newark	9	1	1	257	212	469	405	8	12	4	1-9	3	5-4	1	23 00	11 33
Porter	9	4	3	246	241	487	420	1	14	5	1-4	3	5-4	4	29 83	14 47
Plymouth	10	6	2	222	243	465	356	3	15	6	8-4	4	5-6	4	27 50	14 00
Rock	13	6	3	245	207	452	413	21	10	4	6-9	3	2-9	3	21 26	12 16
Spring Valley	9	5	3	212	196	398	272	17	14	6	4	4	5	6	23 00	17 00
Turtle	6	5	2	240	242	492	417	17	9	6	6	4	4	4	27 50	14 50
Union	9	1	1	334	349	683	589	.....	10	5	1-3	3	8-4	5	29 32	12 25
Janesville City	6	.....	104	1691	1876	3556	1493	.....	6	3	1-3	.....	.....	.....	70 50	28 00
Beloit City	2	.....	2	647	696	1933	1053	.....	15	6	.....	10	.....	.....	80 00	27 00
Janesville	4	.....	2	185	156	341	245	8	5	5	1-2	3	1-2	4	25 65	11 30
	208	96	49	7037	6866	14,023	9839	115	200	5	.....	3	1-2	4	\$30 60	\$14 53

St. CROIX.—

[illegible]

TABLE No. V.—continued.

Names of Counties and Towns.	ST. CROIX—cont.																SAUK—															
	No. of School Districts.	No. of Districts which have not reported.	No. of parts of Districts.	No. of parts of Districts which have not reported.	No. of School Houses in Joint Districts.	Average No. of Months Schools have been taught.	No. of Male Children residing in Town, over 4 and under 20 years of age.	No. of Female Children residing in Town, over 4 and under 20 yrs of age.	Total No. of Children residing in Town, over 4 and under 20 yrs of age.	No. of Children over 4 and under 20 yrs of age who have attended School.	No. of Children under 4 years of age who have attended School.	Average No. Months Children between 4 and 20 years of age have attended School.	Aver. No. Months Schools have been taught by a Male Teacher.	Aver. No. Months Schools have been taught by a Female Teacher.	Average amount of Wages per Month paid to Male Teachers.	Average amount of Wages per Month paid to Female Teachers.																
Ceylon.....	2	1	8	1	6	9	30	26	56	34	82	5	1	4	\$20 00	\$14 00																
Pleasant Valley..	1					5	34	30	64	82		3	1	3	\$25 80	\$15 57																
Baraboo.....	6		4			6	364	342	706	438		1	13-4	42-3	\$25 61	\$13 36																
Honey Creek....	1		4			4-7	206	160	366	174		2	2	1-2	30 85	17 50																
Excelsior.....	4		3			5	163	115	268	215		3	13-10	32-7	28 67	11 57																
Wingfield.....	4		3			3-2-3	130	94	224	178		7	6	2	18 00	11 00																
Dellona.....	4		5			1 8	111	102	213	169		3	4-4-10	38-4	15 53	11 80																
Fairfield.....	4		3			2 7-1-7	116	113	229	226		4	3-1-2	38-5	24 13	13 00																
Troy.....	3		7			3 3-1-6	150	113	263	191		4			25 00	13 34																
Woodland.....	2		2			1 4-1-2	78	47	125	95		7	8	3	22 00	12 00																
Westfield.....	6		3			1 5	145	139	284	224		3	36-7	34-7	20 93	15 00																
Kingston.....	6		3			1 6	183	180	363	327		6	2-1-4	4	33 00	14 87																
Freedom.....	5		1			1	115	101	216	188		4	3	4	20 00	12 00																
Washington.....	9		2			1 6	184	164	388	298		6	3-1-4	5-4-11	24 11	10 70																

New Buffalo	5	...	4	...	2	7	227	202	429	409	3	6	3	1-2	2	1-3	2	5-6	\$36 00	\$12 00	
Marion	12	2	5	...	1	5	239	235	474	340	5	13	4	4	2	2	3	2-3	22 41	9 63	
Prairie du Sac.....	4	1	4	...	1	6	382	261	623	402	3	1	5	5	5	1-2	5	1-5	36 00	18 25	
Greenfield	3	1	3	1	2	5	93	119	212	158	4	6	3	3	...	...	...	20 00	11 00		
Merrimac	6	1	1	1	...	7	125	137	262	258	4	6	6	6	1	6-7	6	1-7	21 91	12 07	
Reedsburg	6	...	4	...	2	...	252	220	472	400	2	6	8	4	2	6	6	29 50	14 50		
Franklin	10	3	4	3	1	4	193	157	353	238	7	2	3	3	3	3	3	1-2	18 00	9 91	
Spring Green....	5	...	2	...	4	...	145	142	287	293	3	4	...	...	...	...	...	22 00	18 00		
105	8	67	5	24	5	1-4	3574	3133	6707	5219	66	78	4	1-4	3	1-3	3	1-2	\$24 68	\$13 07	
SHAWANAW—																					
Shawano	2	1	...	...	2	7	1-2	20	50	47	...	...	6	...	...	...	...	8	1-2	\$28 00	
Rickerson	No report.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Waukegohn	No report.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Watseon	No report.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Bell Plain	No report.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
2	1	...	...	...	2	7	1-2	20	50	47	...	...	6	...	...	...	...	8	1-2	\$28 00	
SHEBOYGAN—																					
Abbott	10	...	2	...	...	4	1-4	301	553	333	14	1	4	1-4	2	1-4	2	...	\$20 00	\$11 00	
Green Bush	8	...	1	...	...	6	2-4	233	509	362	4	7	5	1-2	1	1-3	4	2-3	51 66	14 80	
Hermann	6	...	1	...	...	1	4	304	591	371	...	...	3	1-4	5	...	8	1-4	33 60	19 00	
Holland	10	...	1	...	...	1	6	1-2	390	784	546	14	1	6	3	1-2	8	1-2	22 00	12 00	
Lima	10	...	4	1	1	6	1-3	246	337	633	471	...	...	5	3	2-7	3	3-4	27 00	14 57	
Lyndon	10	...	6	...	1	7	1-3	301	299	600	491	5	11	5	1-2	2	5-8	4	3-4	23 66	11 57
Mitchell	4	...	4	...	4	7	1-5	187	169	356	130	10	8	3	1-2	3	6-7	8	3-4	22 00	13 55
Mosel	3	...	1	...	...	4	1-4	191	151	342	123	2	...	1	1-2	3	1	1-4	26 00	19 00	
Plymouth	7	...	3	...	...	1	7	1-2	361	344	705	498	3	4	4	1-2	4	4	25 00	15 00	
Rhine	6	1	...	...	...	6	1-5	197	171	363	201	3	...	3	1-2	4	2	1-5	17 00	14 00	
Russell	2	...	...	...	7	...	64	76	140	97	2	1	8	...	4	...	10	...	20 00	13 00	
Scott	7	...	2	...	...	7	...	214	484	369	2	2	5	...	4	1-2	8	...	19 00	9 33	
Sheboygan	4	...	1	...	...	6	1-2	154	322	170	2	...	6	2	...	...	4	...	30 00	12 00	
Sheboygan Falls.	9	...	1	...	1	5	...	281	268	547	...	...	7	1	4	4	1-2	3	1-2	25 00	15 00
Sheboygan city..	1	...	...	...	...	6	...	633	703	1361	...	...	4	4	9	...	9	...	85 63	5 30	

TABLE No. V.—continued.

Names of Counties and Towns.	SHEBOYGAN—con.																
	No. of School Districts.	No. of Districts which have not reported.	No. of parts of Districts.	No. of parts of Districts which have not reported.	No. of School Houses in Joint Districts.	Average No. of Months Schools have been taught	No. of Male Children residing in Town, over 4 and under 20 years of age.	No. of Female Children residing in Town, over 4 and under 20 yrs of age.	Total No. of Children residing in Town, over 4 and under 20 years of age.	No. of Children over 4 and under 20 yrs of age who have attended School.	No. of Children under 4 years of age who have attended School.	No. of Children over 20 years of age who have attended School.	Average No. Months Children between 4 and 20 years of age who have attended School.	Aver. No. Months Schools have been taught by a Male Teacher.	Aver. No. Months Schools have been taught by a Female Teacher.	Average amount of Wages per Month paid to Male Teachers.	Average amount of Wages per Month paid to Female Teachers.
Wilson	5	1	1	1	1	52-3	197	185	392	200	.....	.....	6	6	8	\$20 00	\$16 00
Sheboygan Falls } Village .....	.....	.....	1	.....	1	61-2	212	216	428	317	.....	.....	5	61-2	61-2	47 50	20 00
	102	1	23	.....	12	6	4692	4473	9185	5844	56	86	48-4	4	4	30 41	13 86
TREMPELEAU—																	
Arcadia	1	.....	.....	.....	.....	7	25	16	41	17	.....	.....	.....	.....	7	.....	\$14 00
Gale	3	.....	.....	.....	.....	51-3	87	57	144	91	.....	1	4	2	8	\$24 00	16 00
Preston	3	.....	.....	.....	.....	3	87	29	66	85	.....	.....	4	.....	9	.....	12 66
Trempeleau	8	.....	.....	.....	.....	5	167	131	298	246	7	4	31-3	41-2	32-3	29 66	14 25
Sumner—No Rep.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	15	.....	.....	.....	.....	5	316	233	549	389	7	5	4	31-4	31-3	26 83	14 20
WALWORTH—																	
Sharon	9	5	.....	.....	3	8	257	325	632	604	10	5	41-2	31-2	41-2	\$25 00	\$12 00
Darlen	5	7	.....	.....	4	10	314	250	564	417	4	5	43-4	53-8	48-10	26 92	11 70

Richmond.....	6	...	6	...	2	6 1-2	166	322	261	6	10	4	19-11	48-11	\$24 86	\$14 00
Whitewater.....	6	...	7	...	1	7 1-2	567	1107	762	2	8	4 4-7	1 4-7	5 6-7	36 36	14 36
Walworth.....	6	...	6	...	4	8 1-6	288	560	477	5	15	6	3 2-3	4 1-2	25 12	11 10
Delavan.....	6	...	4	...	...	9 2-5	418	841	607	6	8	4 1-2	4 1-2	4 9-10	31 98	12 80
Sugar Creek.....	6	...	4	...	...	1 9 1-2	204	407	278	2	7	4	4 1-5	5 1-4	22 68	9 80
La Grange.....	4	...	6	...	5	9	243	502	415	4	8	5 4-7	4	5	27 00	11 68
Linn.....	6	...	4	...	3	8	236	412	...	10	12	...	...	4	25 00	10 00
Geneva.....	6	...	7	...	4	8 1-4	467	873	682	5	18	5 1-2	3 6-7	4 6-8	27 72	16 09
La Fayette.....	6	...	6	...	4	7 2-5	298	451	384	4	2	...	...	...	22 25	10 75
Troy.....	6	...	6	...	2	9 1-2	247	465	465	...	13	8	4 1-2	5	25 00	16 00
Bloomfield.....	6	...	5	...	2	9 1-4	271	516	385	2	7	4 1-3	3 3-4	5 1-2	24 87	18 90
Hudson.....	7	...	8	...	3	7 1-6	305	594	423	2	6	5 1-2	3 1-2	3 2-3	24 75	11 00
Spring Prairie...	8	...	4	...	8	7	282	533	462	1	4	...	8	4	26 00	13 00
East Troy.....	6	...	4	...	2	9 3-4	337	647	515	6	4	5 2-3	4 3-10	5	35 25	15 08
Elk Horn.....	1	...	...	...	...	9	180	420	286	6	...	9	5	9	50 00	25 00
97	...	84	...	...	48	8	5100	9885	7423	75	117	4 1-2	3 3-4	4 3-4	28 35	13 88

WASHINGTON—

Addison.....	9	1	...	...	...	5 1-4	885	788	358	...	...	2 1-12	5	4	\$22 66	\$17 00
Barton.....	6	...	2	...	...	7	248	469	235	4	7	4 1-3	3 3-4	3 3-4	28 28	18 62
Erin.....	3	...	7	...	...	5 6 1-7	356	655	436	...	1	7	6 1-2	3 1-3	24 88	13 10
Farmington.....	7	...	4	...	2	6 1-4	350	652	507	4	8	...	4	3 1-2	22 50	12 14
Germanatown.....	7	...	5	...	3	6 1-2	563	1071	656	7	...	...	6	...	27 00	...
Hartford.....	8	...	3	...	1	7	487	924	612	2	2	7 1-22	3	3 1-2	23 97	14 10
Jackson.....	9	...	8	...	...	5 4-5	382	818	287	2	...	4	4	3	25 00	18 00
Kewaskum.....	6	...	1	...	1	6 1-3	172	335	259	3	1	6	4	8	17 68	11 20
Folk.....	-6	...	4	...	4	6 2-5	507	955	538	...	...	...	3	3 1-4	31 24	16 30
Richfield.....	5	...	7	...	4	6 1-8	496	889	625	...	...	...	...	9	25 00	14 00
Trenton.....	4	...	8	...	5	6 1-2	323	905	628	...	1	6	4	3 1-2	30 00	12 00
Wayne.....	8	...	1	...	1	4 5-8	290	568	238	1	1	3 1-2	4	4 7-10	20 12	13 75
West Bend.....	4	...	4	...	1	6 7-8	270	534	372	1	5	5	3 5-8	4 3-8	33 00	15 58
81	...	1	50	...	27	7	4809	9119	5692	24	26	5	4 3-4	3 3-4	25 48	12 67

TABLE No. V.—continued.

Names of Counties and Towns.	No. of School Districts.	No. of Districts which have not reported.	No. of parts of Districts which have not reported.	No. of School Houses in Joint Districts.	Average No. of Months Schools have been taught.	No. of Male Children residing in Town, over 4 and under 20 years of age.	No. of Female Children residing in Town, over 4 and under 20 years of age.	Total No. of Children residing in Town, over 4 and under 20 years of age.	No. of Children over 4 and under 20 years of age who have attended School.	No. of Children under 4 years of age who have attended School.	Average No. Months Children between 4 and 20 years of age have attended School.	Average No. Months Schools have been taught by a Male Teacher.	Average No. Months Schools have been taught by a Female Teacher.	Average amount of Wages per month paid to Male Teachers.	Average amount of Wages per month paid to Female Teachers.
WAUKESHA—															
Menomonee.....	12	...	5	...	8	403	426	829	641	15	10	31-2	31-2	\$28 00	\$16 00
Pewaukee.....	6	...	8	...	3	324	271	595	484	8	10	41-3	31-2	38 11	14 33
Oconomowoc.....	6	...	6	...	2	405	364	769	632	10	13	31-2	41-2	30 00	20 00
Brookfield.....	6	...	10	...	4	415	383	778	550	7	18	31-2	31-2	30 00	16 00
New Berlin.....	6	...	8	...	2	369	371	740	602	3	6	41-7	41-16	27 50	11 50
Mukwonago.....	4	...	9	...	3	275	262	537	422	7	4	41-2	41-2	26 50	13 75
Lisbon.....	4	...	7	...	8	291	289	580	512	10	15	34-5	4	32 50	11 50
Eagle.....	3	...	6	...	2	280	145	425	388	6	2	41-4	39-4	30 00	14 00
Waukesha.....	8	2	5	...	8	683	615	1303	990	12	10	41-2	44-5	29 20	15 75
Muskego.....	6	1	4	...	1	305	255	560	353	3	1	32-3	31-2	25 27	13 75
Delafield.....	5	...	6	...	2	238	269	527	355	9	5	23-4	43-11	24 00	15 00
Ottawa.....	3	...	8	...	3	225	438	317	317	1	12	7	4	27 00	15 50
Summit.....	3	...	7	...	5	244	236	480	321	10	8	5	51-2	24 50	18 00
Merton.....	2	...	9	...	6	294	286	580	425	...	6	4	4	26 00	17 00
Genesee.....	6	...	7	...	1	317	320	637	543	5	27	31-9	21-2	26 33	13 47
Vernon.....	6	...	8	...	2	223	215	438	403	...	5	31-2	4	24 00	11 00
	86	3	14	...	41	5316	4895	10211	7892	100	142	81-2	33-4	\$27 74	\$14 78

WAUPACA—

Dayton	7	2	...	1	5	170	158	328	271	1	1	43-4	1-4-9	85-9	\$19 60	\$12 50
Farmington	6	...	...	...	51-6	116	89	205	197	4	6	41-2	11-2	32-3	19 37	6 80
Scandinavia	4	...	...	...	41-4	85	80	125	71	...	4	41-4	3	42-3	9 00	11 50
Iola	2	...	...	...	6	110	220	114	...	4	1	9	7	3	30 00	12 00
Lind	7	2	4	...	2 51-3	172	130	302	289	15	1	51-3	2	31-3	23 40	14 22
Waupaca	3	...	...	...	3 61-2	204	194	398	309	8	1	6	5	6	18 00	10 00
St. Lawrence	3	...	...	...	1 41-2	82	61	143	187	2	2	4	...	4	...	10 00
Weyauwega	8	1	...	...	53-4	285	255	540	439	17	3	5	2	3	20 00	16 00
Royalton	3	...	...	...	6	100	87	187	151	3	1	41-2	3	4	32 00	16 00
Little Wolf	2	...	...	...	41-2	28	25	53	49	8	1	10	41-2	3	32 00	9 00
Caledonia	2	1	2	...	2 43-4	57	55	112	59	1	...	43-4	31-2	31-2	25 00	13 00
Mukwa	4	...	...	...	1 5	212	204	416	281	8	...	5	4	6	31 00	21 00
Lebanon	4	1	...	...	41-2	53	48	106	90	...	...	41-2	31-2	6	20 00	10 00
Bear Creek	3	1	...	...	8	34	21	55	...	...	...	...	...	...	...	...
Union	3	...	...	...	...	11	6	17	...	...	...	...	...	...	...	...
61	6	20	...	12	51-2	1724	1523	3247	2451	61	24	51-2	31-2	4	\$21 43	\$12 46

WAUSHARA—

Bloomfield	2	...	...	1	4	53	23	81	70	...	...	31-2	11-2	21-2	\$18 00	\$12 00
Coloma	3	...	...	...	3 6	71	77	148	130	1	...	51-2	4	2	30 75	11 33
Dakota	2	...	...	...	3 6	87	85	172	168	...	8	5	2	4	33 33	12 00
Deerfield	5	5	2	1	1 3	30	33	66	57	...	1	8	3	6	26 00	8 00
Hancock	5	1	6	1	2 4	92	57	149	118	6	...	34-9	...	4	...	8 40
Leon	4	...	...	...	5 71-2	145	135	290	253	9	7	...	31-2	4	25 00	12 00
Marion	6	...	...	...	1 51-3	112	105	217	148	7	2	3	5-9	5	22 00	9 21
Mount Morris	5	...	...	...	1 5	76	83	159	125	3	3	...	...	21-2	18 00	9 75
Oasis	3	...	...	...	2 3	92	74	166	127	1	2	3	2	1	22 00	8 25
Plainsfield	6	...	...	...	3 5	176	159	335	269	4	3	4	31-2	31-2	17 33	10 75
Poyssippi	1	...	...	...	3 5	64	67	131	116	2	3	41-2	23-5	21-2	19 00	9 75
Richford	5	...	...	...	1 41-2	105	104	209	188	4	3	4	1	4	20 00	12 00
Rose	2	...	...	...	1 5	6	9	14	13	8	3	3	3	2	20 00	12 00
Sarville	4	...	...	...	1 41-2	127	121	248	220	...	3	51-5	25-7	36-7	17 68	14 00
Sacramento	4	1	6	4	6 6	135	107	242	213	5	4	71-2	1-3	1-3	29 86	14 25
Springwater	4	2	...	...	...	90	73	163	188	...	4	5	4	2	20 00	12 00

TABLE No. V.—continued.

Names of Counties and Towns.	No. of School Districts.													Average amount of Wages per Month paid to Male Teachers.		Average amount of Wages per Month paid to Female Teachers.	
	No. of Districts which have not reported.	No. of parts of Districts.	No. of School Houses in Joint Districts.	Average No. of Months Schools have been taught.	No. of Male Children residing in Town, over 4 and under 20 years of age.	No. of Female Children residing in Town, over 4 and under 20 years of age.	Total No. of Children residing in Town, over 4 and under 20 yrs of age.	No. of Children over 4 years of age who have attended School.	No. of Children under 4 years of age who have attended School.	Average No. Months Children between 4 and 20 years of age who have attended School.	Aver. No. Months Schools have been taught by a Male Teacher.	Aver. No. Months Schools have been taught by a Female Teacher.	Average amount of Wages per Month paid to Male Teachers.	Average amount of Wages per Month paid to Female Teachers.			
WAUSHARA, cont.																	
Warren	4	6	1	6	98	85	183	129	2	4	41-3	41-2	\$25 66	\$10 63			
Wautoma	3	3	2	5	115	135	250	224	.....	5	9	9	50 00	20 00			
	66	7	37	6	1673	1535	3213	2716	61	41-2	3	31-3	\$24 88	\$11 45			
WINNEBAGO—																	
Algoma	3	3	1	73-4	125	119	244	195	3	5	31-4	41-4	\$30 75	\$12 94			
Black Wolf	5	1	.....	6	146	89	245	166	2	2	33-4	61-2	23 25	11 25			
Clayton	4	5	1	3	179	192	371	273	.....	4	31-2	4	20 00	9 00			
Menasha	3	5	3	10	269	269	538	395	4	1	4	71-2	36 00	13 40			
Neenah	4	3	.....	7	264	285	549	405	.....	2	4	4	27 00	10 50			
Orinola	2	3	.....	41-2	20	23	43	22	.....	41-2	.....	41-2	16 00	16 00			
Omro	4	9	4	71-4	430	382	812	659	1	23	81-2	33-4	25 00	15 00			
Oshkosh	1	3	1	7	132	115	247	.....	.....	2	33-4	31-2	23 00	8 57			
Oshkosh city	4	1	.....	10	780	923	1703	1044	6	9	10	10	57 50	24 50			
Poygan	5	1	1	61-4	129	104	233	198	6	.....	3	6	20 00	10 35			
Rushford	4	7	5	63-4	344	293	637	553	1	13	4	4	29 18	15 50			
Nekimi	4	4	1	61-2	183	187	370	325	4	2	3	4	30 00	15 00			
Nepesun	4	4	2	41-4	186	184	322	299	.....	10	33-5	51-5	28 80	14 60			

Winneconne	4	...	8	...	1	5	202	195	897	276	4	2	8	...	...	...	\$25 00	\$20 00
Winchester	5	...	2	1	...	8 1-2	287	174	411	186	1	6	2 1-2	8 1-2	3	...	26 00	7 50
Utica	5	...	5	...	...	7 1-2	288	221	459	808	9	11	7 1-2	4	8 1-2	...	20 00	12 00
Vinland	4	...	3	...	2	4 1-4	184	148	382	223	1	3	5 1-2	3 3-7	5 5-17	...	26 00	12 00
	65	2	59	2	24	6 1-4	4050	3863	7918	5534	42	86	5 3-4	4	4 3-4	...	27 96	13 41
WOOD—																		
Grand Rapids....	5	...	...	...	...	5 2-3	118	121	284	188	3	1	5 2-5	1 3-5	3 4-5	...	\$40 00	\$16 50
Saratoga	3	...	...	...	...	3	65	49	114	46	2	...	...	...	3	...	...	16 00
Hemlock	1	...	...	...	...	3	24	21	45	15	...	...	...	...	3	...	...	12 00
Rudolph	2	...	...	...	...	5	36	25	68	...	...	...	3 4-37	...	5	...	...	23 75
Centralia	1	...	...	...	...	6 1-4	41	33	74	45	...	...	7 1-4	...	8 1-4	...	...	21 00
Dexter—No Report....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	12	...	...	...	...	5	181	249	430	294	5	1	6 1-2	1 3-5	4 3-5	...	40 00	17 85

RECAPITULATION—TABLE No. V.

Names of Counties	No. of School Districts.	No. of Districts which have not reported.	No. of parts of Districts.	No. of parts of Districts which have not reported.	No. of School Houses in Joint Districts.	Average No. of Months Schools have been taught	No. of Male Children residing in Town, over 4 and under 20 years of age.	No. of Female Children residing in Town, over 4 and under 20 yrs of age.	Total No. of Children residing in Town, over 4 and under 20 years of age.	No. of Children over 4 and under 20 years of age who have attended School.	No. of Children under 4 years of age who have attended School.	No. of Children over 20 years of age who have attended School.	Average No. Months Children between 4 and 20 years of age have attended School.	Aver. No. Months Schools have been taught by a Male Teacher.	Aver. No. Months Schools have been taught by a Female Teacher.	Average amount of Wages per Month paid to Male Teachers.	Average amount of Wages per Month paid to Female Teachers.
Adams.....	47	10	31	8	14	5	1180	1091	2271	1796	25	17	4	3	0	\$21 31	\$ 9 63
Adair.....	67	10	22	4	9	31-2	1593	1460	3053	1991	34	30	3	3	3	22 02	12 03
Brown.....	46	1	5	...	...	5	2493	2383	4776	2444	18	8	0 1-3	3	4	25 96	15 96
Buffalo.....	18	...	2	...	...	4 3-4	874	266	640	348	1	...	3	4	3 1-3	20 41	18 26
Burnett, no rept.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Calumet.....	44	4	6	...	3	5	1122	1073	2185	1867	11	13	4 1-2	2 1-2	3	28 28	12 66
Chippewa.....	11	4	1	...	1	4	142	127	269	169	11	2	6	4	3 2-3	28 00	19 33
Clark.....	5	1	2	...	2	8 1-3	99	83	182	102	4	3	6	4 1-2	5 1-2	35 00	19 67
Columbia.....	124	5	65	2	21	6	4528	4361	8887	6878	79	151	5	3 1-2	4	24 47	13 70
Crawford.....	69	9	17	11	13	4	1467	1827	2794	1641	25	13	4	3 1-2	3 1-2	22 88	13 42
Dane.....	176	6	97	6	46	7	7866	7216	15083	10102	117	239	4 3-4	3 1-4	3 3-4	24 29	13 73
Dodge.....	139	...	93	...	5	3-4	7982	7657	15639	10163	129	130	6 2-3	4 1-4	4	24 31	11 68
Dor.....	8	...	...	...	...	2 3-4	173	162	335	165	3	...	2 3-4	...	...	30 00	16 00
Douglas.....	2	...	...	...	...	3 1-2	75	99	174	148	...	...	4	6	6	50 00	23 00
Dunn.....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Kau Claire.....	15	2	...	...	9	4 1-4	810	250	560	834	2	6	3 1-3	2 1-3	3 1-2	32 60	21 79
Fond du Lac.....	127	1	85	3	29	7	6069	6375	11944	7872	102	136	5 1-2	4 1-2	4 1-2	28 23	14 16
Grant.....	140	...	64	...	23	5 1-2	5802	5208	11010	6832	85	69	5	4	4	24 07	13 60
Green.....	100	...	48	2	22	6 3-4	3844	3436	7280	5471	134	121	5	3	3 1-2	23 16	13 13

Iowa	85	7	21	13	6	3778	3448	7226	4670	36	49	6	5	21-2	4	27	00	17	55
Jackson	29	9	8	1	51-2	480	498	978	649	5	19	6	6	81-2	4	22	72	12	96
Jefferson	89	75	32	8	4701	4488	11208	7288	123	128	34	41-2	3	4	4	20	55	11	52
Juneau	64	7	24	10	4	1459	1878	2837	2176	85	34	41-2	3	4	4	20	89	10	76
Kewanee	26	10	...	...	43-4	677	591	1268	349	5	...	31-2	81-2	43-4	4	27	00	15	78
Kenosha	52	22	...	18	71-2	2691	2401	5092	8688	59	42	51-4	41-2	5	6	83	44	15	66
La Crosse	34	11	...	...	3	1459	1456	2915	2093	15	20	6	6	6	6	28	10	15	55
La Fayette	83	6	32	1	8	3762	3338	7100	4268	84	72	31-2	4	4	41-2	25	73	14	77
La Pointe	...	...	...	...	...	37	...	...	...	...	...	...	...	...	...	...	...	...	...
Manitowoc	85	10	12	1	6	3800	3405	7005	3081	64	87	43-4	3	21-2	21	34	16	68	...
Marathon	7	...	...	...	42-3	160	175	335	195	2	1	4	31-3	4	4	32	00	18	67
Marquette	44	42	4	18	51-2	1472	1262	2734	1986	47	33	41-2	4	81-2	4	32	61	15	15
Milwaukee	60	19	...	10	7	10774	8769	19633	3310	23	18	41-2	41-2	38-4	31	58	18	05	...
Mouree	63	8	24	6	12	43-4	1198	1077	2205	1807	40	2	4	41-2	3	24	40	12	92
Oconto	12	...	...	...	7	940	305	645	430	5	2	...	51-2	3	8	37	39	15	00
Outagamie	54	4	12	2	3	51-5	1531	1288	2619	108	6	5	5	41-2	4	28	80	15	09
Ozaukee	49	18	...	...	8	63-4	3336	6548	3395	71	16	43-4	43-4	81-2	31-2	24	85	15	75
Pepin	12	3	5	3	4	826	287	613	408	5	101	31-2	31-2	41-2	24	66	13	58	...
Pierce	26	4	8	...	41-2	541	497	1038	589	6	9	31-2	41-2	41-2	29	20	17	81	...
Polk	...	...	...	...	41-2	151	124	275	204	...	...	31-4	3	41-2	35	50	19	07	...
Portage	56	26	16	9	9	4	1007	944	1497	15	31	4	21-2	41-2	21	94	10	13	...
Racine	55	45	1	20	7	2622	2499	8434	5948	59	58	5	4	41-2	30	98	13	50	...
Richland	...	9	41	8	22	41-2	1977	3656	2590	36	46	38-4	21-2	31-3	2083	10	83	...	...
Rock	203	96	...	49	63-5	7087	6956	14028	9839	115	200	5	31-2	41-4	30	60	14	78	...
St. Croix	30	9	9	1	5	51-2	3622	1371	771	19	12	6	3	43-4	25	90	15	57	...
Sauk	105	8	67	5	94	51-4	3674	3183	6707	6219	68	78	41-4	31-3	24	68	13	07	...
Shawano	2	1	...	...	2	71-2	30	50	47	...	...	...	4	31-2	28	00	16	00	...
Sheboygan	102	1	29	...	12	6	4682	3165	5844	56	36	43-4	4	4	30	41	13	86	...
Trempealeau	15	...	...	...	5	316	238	549	889	7	5	4	31-4	51-2	26	83	14	20	...
Walworth	37	...	...	43	8	5100	4795	9695	7423	75	117	41-2	38-4	43-4	28	36	13	33	...
Washington	31	1	50	...	27	7	4809	6119	5698	24	26	6	41-3	38-4	25	48	12	67	...
Waushara	86	3	...	41	71-4	5318	4595	10211	7692	100	142	6	31-2	38-4	27	74	14	73	...
Waupaca	61	6	20	...	12	51-2	1724	3247	2451	61	24	51-2	81-2	4	21	48	12	45	...
Waukegan	68	7	67	9	87	5	1676	3318	2719	51	51	41-2	3	31-3	24	88	11	45	...

RECAPITULATION TABLE NO. V,—continued.

Names of Counties and Towns.	No. of School Districts.																Average amount of Wages per Month paid to Male Teachers.		Average amount of Wages per Month paid to Female Teachers.	
	No. of Districts which have not reported.	No. of parts of Districts which have not reported.	No. of parts of Districts which have not reported.	No. of School Houses in Joint Districts.	Average No. of Months Schools have been taught.	No. of Male Children resi- ding in Town, over 4 and under 20 years of age.	No. of Female Children re- siding in Town, over 4 and under 20 yrs of age.	Total No. of Children resi- ding in Town, over 4 and under 20 yrs of age.	No. of Children over 4 and under 20 yrs of age who have attended School.	No. of Children under 4 years of age who have attended School.	No. of Children over 20 years of age who have attended School.	Average No. Months Chil- dren between 4 and 20 years of age have attended School.	Aver. No. Months Schools have been taught by a Male Teacher.	Aver. No. Months Schools have been taught by a Female Teacher.	Average amount of Wages per Month paid to Male Teachers.	Average amount of Wages per Month paid to Female Teachers.				
Winnebago.....	65	2	59	24	6 1-4	4050	3868	7918	5534	42	86	5 3-4	4	4 3-4	\$27 96	\$18 41				
Wood.....	12	....	....	....	5	181	249	430	294	5	1	5 1-2	18-5	43-5	40 00	17 86				
Green Lake...	45	....	41	20	7	2402	2196	4598	3648	72	49	5 3-4	31-2	43-4	27 00	12 88				
	3181	183	1566	87	53-5	184779	128616	263867	167110	2265	2510	4 1-2	81-2	4	\$27 02	\$14 92				

TABLE NO. VI.

TABLE NO. VI.--continued.

Names of Counties and Towns.	Amount rec'd from Co. Treasurer.	Amount rec'd from Town Treasurer	Amount rec'd from other sources.	Total amount re- ceived.	Amount paid for Teachers' Wages.	Amount paid for Libraries.	Amt't expended for other purposes.	Amount remaining unexpended.	Amt't raised by tax, Teachers' Wages,	Amount raised by tax, and expended for District Libra- ries.	Amount raised by tax, and expended on School Houses.	Amount raised by tax, and expended for other purposes.
A.D.A.M.S.—												
Adams	\$84 00	\$90 00	.....	\$174 00	60 00	.....	188 82	23 75	60 00	1 50	105 32	\$18 00
Chester	81 75	15 00	.....	96 75	96 75	.....	.....	.....	.....	12 94	42 81	5 99
Dell Prairie.....	199 50	41 50	.....	241 00	206 00	.....	85 00	27 78	849 50	.....	555 00	183 85
Easton	56 25	87 73	.....	143 98	116 00	.....	.....	.....	174 00	.....	.....	6 73
Grand Marsh	182 75	114 01	.....	246 76	224 73	.....	.....	22 03	58 82	12 06	5 00	10 50
Jackson	85 50	89 09	.....	134 59	124 59	.....	.....	.....	160 80	.....	169 22	14 00
Leola .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
New Haven	153 75	50 00	.....	203 75	203 75	.....	.....	.....	153 98	.....	220 00	181 67
Preston	81 76	.....	.....	81 76	78 73	.....	.....	3 03	.....	.....	.....	.....
Quincy	102 00	40 00	.....	142 00	102 00	.....	.....	40 00	384 00	.....	528 00	30 00
Richfield	54 00	91 53	.....	145 53	312 00	.....	.....	.....	61 00	18 00	62 00	113 48
Rome .....	.....	.....	.....	.....	.....	.....	.....	.....	36 00	.....	.....	.....
Strong's Prairie..	184 50	296 00	.....	171 04	366 00	.....	32 75	4 22	366 00	.....	32 75	.....
Springville.....	178 25	175 00	.....	348 25	428 30	.....	14 95	.....	135 34	.....	239 32	27 50
Vernona .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
White Creek	72 00	50 00	.....	72 00	72 00	.....	.....	50 00	210 00	.....	.....	13 05
BAD AX--												
Bergen	1461 01	1079 86	.....	2031 41	2380 85	.....	271 02	170 81	2183 94	44 50	1959 42	549 83
Clibbon	\$142 45	\$80 19	.....	\$172 64	\$105 00	.....	\$40 49	\$27 15	.....	.....	\$81 00	\$9 49

Franklin.....	201 40	21 90	*328 21	551 56	342 40	.....	148 64	50 00	.....	390 00	10 00
Forest.....	53 67	.....	.....	53 67	53 67	.....	.....	192 00	.....	104 00	.....
Greenwood.....	77 92	68 98	.....	146 88	146 88	.....	.....	197 00	.....	228 80	.....
Hamburg.....	123 00	.....	.....	122 00	128 00	.....	.....	6 00	.....	.....	.....
Harmony.....	103 65	296 88	.....	310 46	189 00	.....	37 44	86 00	.....	15 00	8 35
Hillsborough.....	112 47	65 52	.....	177 99	157 99	.....	20 00	71 00	.....	468 00	7 00
Jefferson.....	264 60	298 19	.....	662 79	368 00	.....	64 16	52 78	.....	413 00	30 00
Kiekapoo.....	173 48	122 42	.....	292 90	248 95	.....	46 95	100 00	.....	.....	10 00
Sterling.....	111 00	78 96	.....	189 96	163 80	.....	26 16	127 00	.....	198 00	40 45
Union.....	25 00	.....	.....	25 00	.....	.....	.....	90 00	.....	60 83	.....
Viroqua.....	426 30	.....	.....	426 30	426 30	.....	.....	150 15	.....	1010 00	162 00
Webster.....	65 98	39 00	.....	104 98	104 98	.....	.....	26 27	.....	28 00	4 00
Wheatland.....	124 23	196 42	.....	320 65	229 00	.....	62 73	136 00	25 00	811 00	28 75
Whitestown.....	.....	.....	.....	58 00	58 00	.....	.....	70 00	.....	300 00	10 00
Christiana.....	123 48	147 38	.....	270 86	180 00	17 50	73 36	.....	10 00	260 00	11 00
	2127 63	1275 77	328 21	3786 64	2926 97	17 50	506 59	1354 20	35 00	3815 63	331 34
BUFFALO—											
Buffalo.....	189 90	373 96	.....	503 86	140 00	.....	6 86	50 00	.....	700 00	.....
Belvidere.....	21 00	225 50	.....	375 00	201 00	.....	.....	167 00	.....	15 50	30 00
Waumandee.....	38 44	.....	.....	38 44	132 00	.....	13 86	.....	.....	.....	6 00
Cold Springs.....	.....	231 00	.....	231 00	60 00	.....	.....	50 00	.....	360 00	13 25
Cross.....	60 00	.....	.....	60 00	50 00	.....	.....	60 00	.....	608 00	.....
Gilmanston.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Bloomington.....	.....	.....	.....	.....	144 00	.....	.....	144 00	.....	500 00	4 00
	309 34	830 46	.....	1208 30	727 00	.....	20 72	471 00	.....	2183 50	53 25
BURNETT—No report.											

*The amount of money received from Town Treasurers for local district taxes, is evidently included by the District Clerks, or some of them, in their reports to the Town Superintendent of Franklin, under the head of money received from other sources.

TABLE NO. VI—continued.

Names of Counties and Towns	Amount rec'd from Co. Treasurer.	Amount rec'd from Town Treasurer.	Amount rec'd from other sources.	Total amount received	Amount paid for Teachers wages.	Amount paid for Libraries.	Amount expended for other purposes.	Amount remaining unexpended.	Amount raised by Tax and expended for Teachers wages.	Amount raised by and expended for District Libraries.	Amount raised by tax, and expended on School Houses.	Amount raised by Tax and expended for other purposes.
OALUMET CO.—												
Brillen.....	37 50	185 00	.....	222 50	157 00	.....	65 50	.....	157 00	.....	55 50	10 00
Brooktown.....	291 00	244 87	.....	535 87	543 61	.....	38 00	100 03	68 50	.....	235 00	31 00
Charlestown.....	189 00	51 23	.....	231 23	183 10	23 20	.....	.....	496 00	25 00	.....	43 11
Chilton.....	205 50	100 00	.....	305 50	219 96	.....	.....	25 55	351 00	27 48	95 25	29 00
Harrison.....	192 00	443 00	.....	635 00	593 00	.....	.....	39 00	497 00	.....	260 00	71 70
New Holstein.....	219 75	60 00	.....	309 75	235 00	21 97	.....	.....	50 00	.....	4 50	187 14
Rantoul.....	60 00	16 00	.....	876 00	271 00	.....	.....	.....	185 00	.....	.....	23 00
Stockbridge.....	318 00	94 82	.....	412 82	317 44	.....	.....	252 13	57 00	.....	550 00	.....
Woodville.....	47 25	.....	.....	47 25	30 00	.....	.....	.....	155 00	.....	.....	6 00
	1551 00	1294 41	.....	8575 41	2633 10	45 17	101 50	416 17	2026 50	53 46	1260 25	849 95
BROWN—												
Belleview.....	189 71	40 24	.....	229 95	199 10	.....	.....	30 85	.....	.....	6 65	29 70
Depere Village.....	177 75	43 26	.....	220 03	216 48	.....	.....	.....	174 00	.....	3000 00	.....
Depere.....	88 59	14 75	.....	103 35	103 26	.....	.....	.....	.....	.....	.....	.....
Fort Howard.....	156 75	79 23	.....	235 98	360 00	23 47	405 88	138 41	100 00	23 47	200 00	244 04
Green Bay City.....	687 75	622 62	.....	1310 37	1310 37	.....	.....	313 54	3512 63	.....	1346 82	269 16
Green Bay.....	1059 82	223 13	.....	1281 75	1244 00	.....	.....	37 75	200 00	.....	304 00	85 00
Glenmore.....	39 75	21 63	.....	61 88	39 50	7 13	.....	14 75	.....	.....	100 00	.....
Holland.....	134 16	85 17	.....	219 83	149 00	6 00	.....	8 40	.....	.....	.....	.....
Howard.....	230 30	170 74	.....	461 04	440 50	31 64	38 41	275 28	321 50	.....	.....	29 00

Lawrence.....	286 50	76 10	.....	312 60	288 56	10 00	23 00	54 04	.....	80 00	.....	20 00	.....
Morrison	72 68	.....	.....	72 68	202 00	.....	.....	.....	.....	.....	.....	8 00	6 00
New Denmark...	86 50	155 43	.....	241 93	164 00	10 00	42 10	43 00	154 00	10 00	.....	20 80	13 96
Pittsfield	New town.....	.....	.....	.....	.....	.....	.....	.....	323 00	.....	.....	38 00	.....
Rockland	106 68	27 44	.....	134 12	323 00	.....	.....	.....	323 00	.....	.....	156 70	185 13
Saanico	118 79	60 00	.....	261 64	164 64	.....	.....	.....	160 00	.....	.....	121 15	29 00
Wrightstown	186 41	99 70	.....	236 16	151 86	.....	.....	48 28	46 53	.....	.....	.....	.....
3690 85	1717 51	.....	.....	6391 71	5316 28	88 24	502 89	1454 30	5071 66	33 47	4928 62	991 04	.....
COLUMBIA--													
Arlington.....	\$174 75	\$200 84	.....	\$375 09	\$366 86	\$6 78	.....	\$1 24	\$340 55	\$80 00	\$102 48	\$76 50	.....
Caledonia	329 50	241 82	.....	471 32	471 32	.....	.....	.....	90 75	5 00	132 65	.....	.....
Courtland	273 70	.....	.....	273 70	273 70	.....	.....	.....	505 00	23 00	427 56	54 00	.....
Columbus	476 25	389 33	.....	865 58	.....	.....	.....	.....	842 54	.....	376 21	56 25	.....
Dekorra	267 25	218 99	.....	506 24	440 80	65 44	.....	.....	545 00	.....	34 85	77 50	.....
Fountain Prairie..	289 50	284 97	.....	524 47	524 17	.....	.....	.....	686 78	.....	152 36	.....	.....
Fort Winnebago..	235 50	.....	.....	235 00	230 00	5 00	.....	.....	130 00	5 00	1767 25	.....	.....
Hampden	202 50	204 10	.....	406 60	730 30	.....	370 41	96 96	264 28	.....	185 54	84 78	.....
Leeds.....	238 60	264 80	.....	492 30	422 30	.....	.....	.....	315 00	.....	150 00	65 00	.....
Lowville.....	176 25	876 17	.....	1051 42	637 10	.....	.....	.....	266 88	2 85	840 61	101 00	.....
Lodi	310 50	226 54	.....	539 04	539 04	.....	.....	.....	327 28	.....	316 00	111 00	.....
Lewiston	254 25	270 00	.....	494 25	494 25	.....	.....	80 00	846 00	.....	129 25	54 00	.....
Marcellon	267 00	455 13	.....	722 13	953 22	.....	.....	.....	176 97	.....	681 59	106 49	.....
Newport.....	203 25	46 09	.....	255 84	255 44	.....	.....	.....	100 00	.....	1894 48	66 00	.....
Otego	201 75	154 40	.....	353 15	313 11	.....	.....	43 03	210 72	.....	117 33	.....	.....
Pacific	78 60	150 00	.....	228 00	228 00	.....	.....	.....	385 09	.....	300 00	85 00	.....
Portage.....	782 25	465 03	.....	1202 28	1202 28	.....	.....	.....	941 00	.....	972 00	300 00	.....
Randolph	318 75	330 13	.....	643 83	643 83	.....	.....	.....	1755 59	.....	174 72	.....	.....
Scott	285 50	150 15	.....	416 01	416 01	.....	.....	.....	321 51	.....	90 88	104 96	.....
Springvale	202 00	167 96	.....	369 96	369 96	16 40	.....	.....	329 03	4 50	.....	76 82	.....
West Point.....	219 30	59 12	.....	306 43	306 43	.....	.....	.....	600 00	.....	441 00	.....	.....
Wyoena	360 00	547 86	.....	907 40	1047 12	8 86	.....	.....	308 21	.....	396 86	69 60	.....
5691 25	5693 98	.....	.....	11649 53	10696 90	102 46	270 41	171 23	9778 12	69 86	8782 62	1488 90	.....

TABLE No. VI.—continued.

Names of Counties and Towns.	Amount rec'd from Co. Treasurer.	Amount rec'd from Town Treasurer.	Amount rec'd from other sources.	Total amount received.	Amount paid for Teachers' Wages.	Amount paid for Libraries.	Amount expended for other purposes.	Amount remaining unexpended.	Amount raised by tax and expended for Teachers' Wages.	Amount raised by tax and expended for District Libraries.	Amount raised by tax and expended on School-houses.	Amount raised by tax and expended for other purposes.
CHIPPewa—												
Maple Point.....	\$63 00	\$20 00	.....	\$83 00	\$65 00	.....	.....	\$18 00	\$120 00	.....	\$365 00	\$20 00
La Fayette.....	.....	34 38	.....	84 38	.....	.....	.....	34 38	140 00	.....	500 00	10 00
Onitaws Falls ..	-40 90	68 28	.....	104 18	98 00	.....	.....	.....	50 00	.....	1227 50	16 00
.....	103 90	118 61	.....	221 51	161 00	.....	.....	62 38	310 00	.....	2912 50	45 00
CLARK—												
Weston.....	.....	286 00	.....	286 00	254 00	.....	00 25	132 00	254 00	.....	.....	00 25
Pine Valley .....	.....	73 00	.....	73 00	73 00	.....	.....	.....	.....	.....	.....	.....
Levis.....	.....	31 00	.....	48 77	48 77	.....	.....	.....	.....	.....	.....	.....
.....	.....	390 00	.....	407 77	375 77	.....	00 25	132 00	254 00	.....	.....	00 25
CRAWFORD—												
Marietta.....	80 00	.....	.....	.....	83 25	10 00	100 00	.....	127 00	.....	100 00	.....
Utica.....	100 00	60 00	.....	160 00	160 00	.....	.....	.....	98 84	.....	106 63	.....
Freeman.....	145 50	208 84	99 84	353 84	99 84	.....	106 63	.....	.....	.....	80 00	10 00
Eastman.....	196 50	142 15	.....	338 65	297 72	.....	.....	40 98	.....	.....	.....	.....
Wauzeka.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Prairie du Chien..	607 50	549 55	.....	1247 05	1028 99	.....	.....	175 25	709 85	.....	2525 00	208 00
Clayton.....	93 00	88 80	.....	181 80	176 64	1 00	.....	4 86	185 00	.....	780 00	11 00
Seneca.....	103 50	.....	.....	103 50	103 50	.....	.....	.....	380 50	.....	743 80	62 20
Scott.....	245 25	40 00	.....	285 25	506 62	.....	.....	98 84	292 00	.....	635 00	10 00
.....	1611 25	1088 88	99 84	2699 63	2456 56	11 00	206 63	319 16	1784 19	.....	4369 93	296 20

DANE—

Albion	\$369 22	\$351 14	\$20 80	\$641 18	\$607 15	\$26 75		\$3 98	\$87 10		\$1 28	\$109 21
Black Earth	428 00	211 74		684 74	301 54			49 24	406 38	\$30 00	86 38	50 75
Blooming Grove	189 50	144 22	438 77	722 49	471 87		304 97		351 96		305 32	25 65
Blue Mounds	194 25	78 00		272 25	272 25				109 74		185 72	129 38
Bristol	254 25	516 20		770 45	745 85		20 55	183 85	167 48			144 93
Burke	256 50	423 65		679 55	639 31	50 24		214 14	934 05		85 00	243 09
Christiana	273 42	502 66		576 08					349 85	10 00	3 00	125 71
Cottage Grove	353 25	292 64		645 89	922 80	75 53		322 80	95 00		720 00	51 94
Cross Plains	226 00	187 03		362 03	362 03			1 30	601 48		780 00	135 74
Dane	254 25			254 25	252 95				201 07		655 70	100 22
Deerfield	303 25	91 74		394 90	385 89			35 51	434 10			
Dunkirk	449 25	192 05		641 31	605 80				181 20			
Dunn	156 00	336 89		519 98	519 98				417 77		360 51	124 38
Fitchburg	318 72	228 03		541 81	487 63	54 18			589 12	1 00	27 00	284 88
Madison	198 00	207 77		406 65	840 50	1 00	182 25	125 91	590 00	100 00	9698 00	
Madison city	1386 75			6000 00	5900 00	100 00	5700 00		409 26		354 67	75 69
Medina	258 00	205 00		484 00	450 87			13 23	573 21		43 00	74 20
Middleton	845 45		1 85	347 81	347 81				216 72	19 98		209 11
Monkrose	268 50	319 45		578 96	578 96				440 66		50 00	90 00
Oregon	330 75	448 50		777 05	673 57			88 68	45 00		50 00	40 00
Perry	127 50	50 00		177 50	177 50				410 60		387 30	19 92
Primrose	136 75	7 48		203 21	303 21				100 00		256 89	33 50
Pleasant Springs	650 67	170 00		820 67	723 93	14 78		187 75	479 79		11 12	39 91
Roxbury	310 50	158 04		468 54	463 54				641 41		297 75	228 85
Rutland	342 75	151 49		494 24	494 24				213 00	12 00	12 00	187 00
Ray									145 18	13 00	85 50	70 94
Springdale	822 41	150 00		472 41	471 01	1 40			538 83	19 55	318 00	108 67
Springfield	297 00	150 00		447 70	423 15	19 55			180 00		60 00	79 00
Sun Prairie	827 00	409 02		736 02	668 00		143 87	181 84	399 00		25 00	
Vermont	146 25	239 32		385 57	399 00				158 00			69 03
Vienna	174 00	100 00		340 00	339 00		1 00	143 00	686 26			186 74
Verona	276 00	126 72		402 72	190 76			210 96				
West Port	303 00	490 00		789 00					18 00	12 00	62 00	186 22
Windsor	303 25	191 15		394 40	243 68	17 81	105 00					

TABLE No. VI.—continued.

Names of Counties and Towns.	Amount rec'd from Co. Treasurer.	Amount rec'd from Town Treasurer.	Amount rec'd from other sources.	Total Amount received.	Amount paid for Teachers wages.	Amount paid for Libraries.	Amount expended for other purposes.	Amount remaining unexpended.	Amount raised by Teachers wages.	Amount raised by Tax and expended by District Librarians.	Amount raised by Tax and expended on School Houses.	Amount raised by Tax and expended for other purposes.
DANE—cont.												
York.....	\$252 00	\$239 84	.....	\$491 84	\$491 84	.....	.....	.....	\$543 15	.....	\$219 23	\$388 45
Berry.....	178 50	730 67	\$164 18	1073 35	504 00	.....	\$286 63	\$118 37	102 00	.....	363 15	30 00
	10641 90	7890 90	626 60	23327 09	21033 74	358 84	6843 68	1840 16	4236 01	203 44	5930 97	13037 63
DODGE—												
Ashippun.....	446 35	200 00	.....	646 35	591 63	64 63	.....	.....	292 21	5 00	77 05	104 25
Beaver Dam.....	437 50	339 65	.....	827 15	705 92	74 22	.....	47 01	516 78	.....	50 00	62 63
Do. city.....	825 00	.....	.....	.....	571 78	41 20	.....	.....	1150 00	.....	50 00	835 00
Barnett.....	277 60	125 40	.....	402 90	362 61	40 29	.....	.....	499 23	.....	146 00	171 29
Calamus.....	260 25	97 35	.....	357 60	1025 12	.....	.....	57 79	.....	.....	847 93	123 62
Chester.....	417 75	79 23	84 78	581 76	531 78	.....	.....	.....	748 00	.....	141 00	231 51
Clyman.....	421 50	273 63	.....	709 13	613 78	90 35	.....	.....	705 45	20 00	11 00	493 15
Elba.....	843 00	263 30	.....	1106 30	610 30	.....	.....	.....	547 00	.....	151 75	225 63
Kennet.....	435 00	459 95	.....	894 95	814 95	90 00	.....	.....	839 00	.....	32 17	8 00
Kerman.....	450 00	234 31	.....	734 31	605 73	64 43	40 85	25 30	39 00	20 25	123 54	43 00
Fox Lake.....	554 50	293 95	.....	823 45	741 11	82 34	.....	5 71	1636 15	14 00	370 71	444 48
Hubbard.....	667 50	.....	.....	667 50	667 50	.....	.....	.....	1642 25	.....	.....	237 06
Hustisford.....	372 00	303 12	.....	675 12	631 57	63 55	.....	.....	382 73	.....	125 00	221 51
Le Roy.....	265 00	266 08	.....	491 08	770 30	.....	.....	223 53	177 09	.....	165 35	71 59
Lomira.....	352 50	306 65	.....	661 15	1192 40	.....	.....	.....	292 69	.....	263 96	79 18
Lowell.....	454 50	292 04	.....	946 54	716 23	30 18	.....	.....	571 73	.....	37 00	185 87
Oak Grove.....	556 75	375 72	.....	934 47	913 97	18 18	.....	3 22	912 50	18 18	1103 99	184 91

Lebanon.....	416 00	889 88	.....	755 88	684 62	70 71	.....	.....	111 28	.....	81 20	17 70
Portland.....	291 77	100 00	.....	891 77	838 68	27 67	140 00	24 02	552 78	5 00	636 50	150 40
Rubicon.....	655 50	240 24	.....	898 59	897 43	.....	.....	1 15	303 98	.....	175 49	70 97
Shields.....	368 75	857 60	.....	734 35	720 00	36 67	.....	4 25	100 00	.....	.....	57 44
Theresa.....	618 44	150 00	.....	763 41	763 41	.....	.....	03	778 77	.....	107 15	48 00
Trenton.....	478 50	195 08	.....	678 53	665 00	18 53	.....	.....	885 79	.....	.....	169 44
Westford.....	135 00	256 46	.....	891 46	891 46	.....	.....	.....	318 00	.....	419 28	54 25
Williamstown.....	445 50	177 46	.....	622 96	845 00	.....	225 00	144 48	285 00	.....	2817 90	118 48
10680 96	5688 52	84 78	16186 07	17111 49	819 04	405 85	783 44	13742 22	83 48	7933 91	4361 84	
DOOR—												
Otumba.....	141 12	350 53	.....	491 65	284 78	..	256 99	.....	117 16	.....	.....	.....
Gibraltar.....	.....	.....	118 00	118 00	108 00	.....	10 00	.....	New town, no report of taxes collected	.....	.....	.....
DOUGLAS—												
Superior.....	141 12	350 53	118 00	609 65	842 76	.....	266 99	.....	117 16	.....	.....	.....
.....	.....	1559 21	.....	.....	745 00	.....	681 31	182 90	745 00	.....	599 66	81 65
DUNN—												
Menomonee.....	38 00	.....	.....	38 00	154 00	.....	.....	.....	154 00	.....	.....	45 00
Dunn.....	75 18	374 00	.....	449 18	282 00	.....	6 00	.....	.....	.....	.....	.....
Eau Galle.....	78 50	79 87	.....	153 87	153 87	.....	15 00	.....	.....	.....	.....	.....
Rock Creek.....	24 75	84 33	.....	58 17	42 46	.....	.....	.....	.....	.....	.....	.....
Spring Brook.....	179 00	108 08	.....	267 08	184 00	.....	.....	.....	.....	.....	.....	.....
.....	885 43	596 28	.....	980 80	815 88	.....	21 00	.....	154 00	.....	.....	45 00
EAU CLAIR—												
Bridge Creek.....	38 94	125 00	.....	163 94	163 94	.....	.....	.....	85 70	.....	191 02	4 00
Eau Claire.....	150 00	92 73	159 72	402 45	402 45	.....	.....	.....	.....	.....	300 00	21 50
Brunswick.....	83 70	100 00	4 00	133 70	137 70	.....	.....	.....	.....	.....	.....	.....
Half Moon.....	36 75	1411 21	.....	1447 96	287 15	.....	.....	.....	260 40	.....	1108 81	43 00
.....	259 39	1726 94	163 72	2148 05	1001 24				286 10		1599 83	67 50

TABLE No. VI.—continued.

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FOND DU LAC—												
Fond du Lac city.	\$1530 00	\$520 08		\$2050 08	\$1980 08	\$70 00			\$1545 00	\$30 00	\$300 00	\$1425 00
Auburn	259 50	248 01		507 51	507 51				319 16		143 00	99 11
Ashford	390 75	359 08		749 83	746 46			2 35	121 98		300 00	149 38
Alto	283 50	109 89		393 39	388 54	4 85			623 08		855 00	416 42
Byron	314 75	429 69		744 44	711 02	26 18		7 24	603 31		225 00	259 99
Calumet	331 75	187 41		519 16	539 16				287 21	21 00	16 00	101 14
Empire	250 00			478 60					1184 10		15 00	17 00
El Dorado	304 75	413 52		717 28	860 13	15 47	246 64	230 83	100 00	15 47	207 00	46 64
Eden	321 75	318 47		640 22	606 71	39 50		85 88	196 00		879 73	44 50
Forest	294 75	192 00		486 75	358 10	11 25	231 05	126 78	288 93			26 85
Friendship	163 50	219 68		383 13	377 33	5 80			276 59	10 00	892 68	186 52
Fond du Lac	398 75	248 42		537 17	537 17				285 00	5 00		162 00
Lamarine	319 00	279 03		597 03	597 03				417 00	5 00		86 57
Metomen	460 50	156 75		617 25	599 44			17 81	920 87	30 00	62 50	266 90
Oakfield	331 50	327 61		619 11	315 00	10 00	116 22	224 06	186 89	10 00	225 00	116 22
Oscola	195 75	227 23		423 97	422 97				252 00		157 70	65 22
Marshfield	300 75	182 00		482 75	492 75				20 00		19 88	20 59
Rosendale	285 00	184 00		419 81	419 31				984 00		249 06	95 99
Springvale	337 50	136 96		473 45	473 45				883 85	10 00	323 00	310 18
Taycheedah	390 75	380 00		770 75	428 61			341 94	1047 01		282 50	185 25
Waupun	503 25	167 37	60 88	780 95	686 13	52 00		40 50	1236 68	16 24	62 00	267 44

Ripon.....	181 87	64 49	250 36	250 36	554 33	290 11	47 27
Ripon city.....	469 08	113 69	537 00	537 00	900 00	1250 00	405 00
	8617 68	5,294 29	60 68	14139 21	593 91	5525 16	4713 18
GRANT—							
Beetown.....	\$929 55	\$100 00		\$428 55		\$25 00	\$ 82 15
Blue River.....	99 25	96 74		99 25		151 07	5 25
Clifton.....	265 85	340 30		362 09		230 00	
Cassville.....	340 30	624 75		965 05			186 50
Ellenboro.....	288 00	108 14		966 14	31 60	405 00	180 00
Fennimore.....	399 76	269 14		668 82		610 00	252 00
Harrison.....	262 40	186 92		399 32		108 00	8 90
Hazel Green.....	671 80	302 00		973 80	5 85	1645 00	287 59
Hickory Grove.....	122 75	75 00		197 75	86 15	87 72	37 00
Jamestown.....	224 75	246 75		471 50	77 25		
Lancaster.....	587 29			587 29	1074 80		48 28
Liberty.....	88 20	27 49		116 60			25 02
Lima.....	270 50	129 04		399 50	7 85		92 25
Little Grant.....	122 15	44 00		166 15		108 00	29 29
Marion.....	184 97			184 97	8 95		83 00
Millville.....	489 80	163 49		653 00		202 18	106 95
Muscoda.....	212 43	104 00		316 43			
Paris.....	194 80			194 80		197 10	45 00
Patch Grove.....	271 95	116 00		387 95		272 50	60 50
Platteville.....	757 20	365 01		1132 21		1500 00	47 62
Potosi.....	729 10	325 00		1054 10	502 21	142 10	188 80
Smelter.....	313 85	128 00		441 85			36 00
Wingville.....	168 30			192 79	2 14	55 00	42 50
Watertown.....	95 00	47 00		143 55			
Wyalusing.....	158 00	59 00		212 00	107 14	800 00	30 00
Waterloo.....	140 40	62 85		203 25			
	7,710 79	3529 20		11242 71	789 43	6038 62	1749 69

TABLE No. VI.—continued.

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GREEN LAKE—												
Berlin City.....	510 00	169 15		679 15	679 15				1000 00		25 00	
Berlin.....	217 50	97 00		314 50	303 24	11 26			538 20	4 00	161 75	168 80
Brooklyn.....	234 75	115 44		350 19				72 08	737 07	49 00	150 00	
Dayton.....	288 11	150 00		438 11	419 59	18 52			463 43	22 00		102 55
Green Lake.....	289 25	481 10		780 35	647 32	59 45		13 58	754 16	38 40	4 00	280 82
Kingston.....	259 14	98 56		357 80	300 00			57 60	536 00			74 00
Macford.....	345 00	288 86		581 86	462 18	16 38		103 29	854 60	59 08	19 00	241 72
Manchester.....	274 50	152 76		427 26	492 31	25 27		9 68	883 00	10 00		90 75
Marquette.....	122 40	36 00		158 40	153 40				203 06			21 94
Markesan.....	131 00											
Princeton.....	307 20	166 79	4 00	478 29	443 54	30 75			843 12	30 00		99 86
Seneca.....	69 00	89 00		158 00	129 00		29 00		60 00		12 00	17 00
Ste. Marie.....	171 00	45 80		216 80	216 80				234 11		64 10	43 75
	3229 15	1788 46	4 00	4890 51	4151 59	161 63	29 00	256 28	6611 75	212 48	436 85	1081 16
GREEN—												
Albany	443 07	300 00		643 07	643 07				630 00	4 84	345 56	245 45
Adams.....	363 50	50 00		404 80	400 00	5 80	59	26 31				7 00
Clarno.....	444 75	315 66		760 41	760 41				216 57		303 15	81 55
Brooklyn.....	263 00	213 19		476 19	498 58	47 61			586 25	18 00	89 00	129 75
Exeter.....	267 75	257 53		525 33	510 33	15 00			206 00	5 00		45 50

Decatur.....	368 25	200 00	152 79	721 04	953 50	242 46	171 20	415 00	500 00	266 00	60 00
Jefferson.....	384 00	165 81	.....	589 81	589 81	.....	.....	886 34	.....	.....	111 50
Jordan.....	254 25	216 59	.....	470 84	400 60	.....	70 23	146 00	.....	.....	20 00
Mt. Pleasant.....	339 75	460 00	2 00	801 75	300 50	1 20	.....	301 50	1 25	.....	147 00
Monroe.....	669 25	269 28	.....	958 58	958 53	.....	.....	1286 00	.....	1488 18	166 50
New Glarus.....	171 00	145 57	.....	318 57	337 81	27 70	27 12	40 00	.....	15 60	.....
Sylvester.....	349 50	282 00	.....	681 50	681 50	.....	.....	150 00	.....	350 00	50 00
Spring Grove.....	344 25	868 42	.....	1368 20	591 94	.....	.....	591 94	.....	.....	40 78
Washington.....	233 50	297 50	.....	683 80	504 98	28 82	28 82	227 00	30 00	.....	86 30
York.....	163 00	.....	.....	163 50	434 00	.....	187 89	150 00	.....	.....	17 50
Oadish.....	385 90	110 00	.....	495 90	495 90	.....	.....	882 91	.....	.....	20 25
	5454 72	4041 60	154 79	9800 74	9401 46	1256 68	1031 81	5568 51	548 59	2854 49	1179 03
IOWA—											
Arena.....	267 00	319 25	854 15	1440 40	1180 22	.....	257 20	596 95	.....	156 02	101 18
Clyde.....	156 75	227 66	320 20	704 41	548 58	.....	156 08	184 12	.....	128 05	28 03
Dodgeville.....	908 25	799 62	2453 58	4161 45	3726 67	25 00	273 47	2165 11	25 00	97 62	175 75
Highland.....	550 50	301 10	1162 08	2013 68	1311 60	.....	802 08	460 00	.....	758 98	45 10
Linden.....	432 00	171 83	851 77	1455 60	901 69	.....	592 22	259 55	.....	481 79	130 43
Mifflin.....	344 25	85 00	720 35	1149 60	815 75	.....	383 85	386 50	.....	803 75	80 10
Mineral Point.....	334 50	67 34	750 00	1151 84	913 34	.....	236 10	513 90	.....	150 00	86 10
Mineral P't. City.....	936 75	1011 21	.....	1947 96	1425 00	.....	532 98	489 25	.....	123 46	399 50
Pulaski.....	224 25	52 78	1291 00	1568 03	767 03	.....	811 00	480 00	.....	786 00	25 00
Ridgeway.....	463 50	883 16	473 10	1319 75	1066 57	82 62	104 55	249 53	8 00	116 02	104 55
Wyoming.....	201 00	335 00	910 00	1446 00	801 00	.....	645 00	265 00	.....	500 00	145 00
Waldwick.....	246 00	139 42	804 50	1189 92	820 42	.....	379 50	435 00	.....	350 00	29 50
	5064 75	3893 37	10590 78	19548 65	14277 82	57 62	5114 01	6454 91	28 00	3929 79	1300 24
JACKSON—											
Albion.....	378 21	204 74	.....	592 95	349 00	.....	.....	204 74	.....	1000 00	.....
Alma.....	139 15	89 69	.....	229 84	130 00	19 18	.....	180 00	19 18	48 66	82 50
Bristol.....	98 99	483 30		682 19	175 69		406 50	175 69			
Hixton.....	61 00	41 59		102 59	102 59			875 81		248 75	20 00

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JACKSON—cont.												
Irving.....	114 39	40 00			154 40				289 11		81 00	88 81
Manchester.....	85 54	51 00		86 54	86 54				86 54			
Northfield.....												
	822 28	915 22		1584 11	998 22	19 18		639 45	1261 89	19 18	1878 41	140 81
JEFFERSON—												
Atalan.....	\$217 50	\$140 62		\$358 12	\$358 12				\$390 52		\$78 49	\$43 48
Cold Spring.....	219 00	90 08		309 08	309 08				308 68			92 80
Concord.....	385 25	143 90	10 25	549 46	549 26				701 20		672 83	140 88
Farmington.....	399 00	140 62		539 62	503 00				417 00	10 00	532 00	54 88
Hebron.....	276 00	518 69		794 69	757 00		168 68		172 39		39 28	116 66
Ixonia.....	520 50	305 42		825 92	780 00	65 36		30 56	263 16		30 32	177 43
Jefferson.....	756 00	528 84		1284 84	1284 84				476 07		738 28	89 49
Koshkonong.....	561 75	282 76		744 51	844 88				661 00	174 25	1853 22	189 81
Lake Mills.....	399 75	158 74		558 49	568 49				362 71	5 00	52 00	90 81
Milford.....	391 50	295 41		686 91	684 20				172 82		657 81	37 56
Palmyra.....	449 91	203 95		653 86	653 86				1405 68		2126 00	172 70
Sullivan.....	436 50	155 65		592 15	572 61	19 54			786 74		56 25	95 91
Waterloo.....	438 50	364 67		798 07	570 42			227 65	177 83	3 50	10 00	119 81
Watertown.....	697 50	171 18		868 68	842 05	9 70		16 98	301 50		31 00	59 19

Watertown City...	2652 75	.....	.....	.....	2652 75	.....	.....	.....	805 07	.....	1159 65	.....
Oakland	315 00	305 91	.....	.....	650 49	20 00	.....	.....	337 28	20 00	62 75	44 97
JUNEAU —												
Armenia	\$34 50	\$33 83	.....	.....	\$68 33	.....	.....	.....	\$135 00	.....	\$60 00	\$55 00
Necetah	65 35	68 09	.....	.....	133 44	.....	.....	.....	100 00	.....	50 00	30 00
Orange	36 75	28 49	.....	.....	65 24	.....	.....	.....	97 92	.....	66 58	31 00
Clearfield	3 75	46 90	.....	.....	50 65	.....	.....	.....	.....	.....	.....	.....
Germanatown	141 75	92 50	.....	.....	234 25	.....	.....	.....	188 00	.....	150 00	18 00
Lisbon	178 25	60 19	.....	.....	233 44	.....	.....	.....	385 50	.....	118 00	58 00
Fountain	80 00	70 00	.....	.....	150 00	.....	.....	.....	47 00	.....	38 00	.....
Plymouth	87 00	.....	.....	.....	87 00	.....	.....	.....	378 00	.....	478 00	.....
Lindina	339 75	229 83	.....	.....	569 58	.....	.....	.....	1001 00	17 00	1928 22	143 00
Lemonwier	247 60	78 08	.....	.....	327 58	.....	.....	.....	765 42	.....	1803 85	265 76
Marion	128 25	84 98	.....	.....	213 38	.....	.....	.....	40 00	.....	150 00	25 00
Wonewoo	104 21	98 22	.....	.....	341 72	.....	.....	.....	185 00	.....	210 00	190 00
Summit	93 00	.....	.....	.....	134 00	.....	.....	.....	41 00	.....	474 00	60 00
Seven Mile Creek	107 25	88 84	.....	.....	196 09	.....	.....	.....	42 00	.....	218 33	37 50
Kildare	104 25	90 54	.....	.....	258 89	.....	.....	.....	382 72	8 00	8 78	45 92
Lyndon	29 49	5 00	.....	.....	84 48	.....	.....	.....	48 51	.....	23 55	11 75
	1776 15	1075 49	80 29	.....	2995 98	2275 71	3 80	10 09	36 00	4302 07	5777 31	955 93
KEWAUNEE —												
Kewaunee .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Casco .....	.....	\$200 00	.....	.....	\$100 00	.....	.....	.....	.....	.....	\$70 00	\$38 50
Wolf .....	.....	230 00	.....	.....	230 00	.....	.....	.....	.....	.....	950 00	10 00
Franklin .....	.....	104 75	.....	.....	104 75	.....	.....	.....	.....	.....	161 20	20 00
Carlton .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	371 00	.....
Red River .....	.....	175 00	.....	.....	72 00	.....	.....	.....	72 00	.....	178 00	72 00
Coryville					72 00				36 00		76 00	
Montpelier		68 00			68 00							
		\$777 75			963 64	970 00		31 20	573 00	5 00	1806 20	140 50

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KENOSHA—												
Kenosha.....	1081 25	11496 31		12577 06	4650 00		6907 00	1000 00	4650 00			
Somers.....	329 25	1038 94		1369 19	1236 43	129 11		7 65	638 07	50 72	719 90	187 16
Pleasant Prairie..	433 50	850 12		1283 63	1277 29	6 33			683 59		258 67	237 63
Bristol.....	391 75	878 87		1260 62	1260 62				98 00		678 00	237 12
Salem.....	408 00	200 00		1822 84	1393 00	28 00	772 75				635 00	137 75
Wheatland.....	421 50	700 00		1121 50	1091 60	29 90			495 00			312 87
Brighton.....	340 50	692 87		1038 37	1103 86	61 90		427 64	167 87		155 70	211 31
Paris.....	333 00	1226 41		1216 15	1622 00	15 57	313 16	311 87	112 16		801 25	121 59
	8708 75	17085 52		31664 36	13640 80	270 81	8092 91	1743 66	6844 69	50 72	8248 52	1505 43
LA CROSSE—												
La Crosse city....	650 25											
Neenah.....	296 32			296 37	226 37							
Farmington.....				312 65	239 65			73 00			384 91	
Onalaska.....				860 33	273 28			43 00				
Greenfield.....	193 21	316 00		509 21	325 00	84 50	46 80	102 91				
Bangor.....				153 77	145 00			124 31				
Barnes.....				685 51	500 00		42 46	174 70				
Berrie.....				205 13	436 00						420 00	
Holland.....		618 46		104 00	178 00		374 87					
Jackson.....				131 65			331 98				180 00	7 00

TABLE NO. VI—continued

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MANITOWOC—cont.												
Kosuth	\$948 75		212 67	561 42	313 88	84 87		212 67	642 00	54 00	21 50	55 25
Manitowoc	785 00			785 00	785 00				1440 00		1900 00	30 00
do Rapids	327 00			327 00	327 00							
Maple Grove	147 75			147 75	120 00			27 25	107 50		100 00	
Meene	254 25		49 18	303 88	114 64			188 74	307 12			77 97
Mishicot	453 75			453 75	453 75				467 12		454 70	59 00
Newton	424 50			424 50	424 50				387 00		20 00	50 00
Rockland	124 50			124 50	109 50			15 00	146 50			7 50
Schleswig	97 50			97 50	97 50				79 00		237 00	10 00
Two Rivers	609 00			609 00	609 00				1050 50		725 14	219 50
	4815 25	262 78	281 80	533 983	4772 82	93 37	22 00	451 14	6374 27	98 00	3244 15	663 72
MARATHON—												
Wausau	282 83	184 42		417 25	417 25				60 00		49 00	
Mosinee	77 87	58 83		135 75	120 75				88 49		211 39	
Jenny	8 00	5 50		13 50	10 00							
Kau Okaire												
Texas	318 20	246 80		566 50	548 00				98 49		260 89	

MARQUETTE CO.

Buffalo	190 51	128 38	.....	318 84	683 84	.....	17 00	.....	370 00	.....	.....	.....	17 00
Crystal Lake.....	162 07	.....	.....	152 07	376 77	.....	166 50	16 55	241 25	.....	124 49	.....	14 01
Harris	151 47	82 63	.....	234 10	348 34	9 45	1 00	49 63	174 17	9 45	.....	.....	1 00
Moundville	242 42	328 00	.....	570 42	892 17	3 00	220 67	.....	321 75	3 00	153 12	.....	67 55
Montello	105 84	41 91	.....	147 75	597 57	3 00	174 46	.....	452 82	.....	137 00	.....	37 46
Mecan.....	109 31	11 49	.....	418 80	209 45	14 35	.....	.....	105 00	.....	.....	.....	.....
Neshkoro	87 71	21 85	.....	103 56	237 58	.....	5 00	.....	128 00	.....	.....	.....	5 00
Newton.....	162 30	100 00	.....	262 30	231 49	.....	37 14	37 24	6 43	.....	18 64	.....	18 50
Oxford	203 26	38 94	.....	242 20	607 20	.....	426 00	.....	365 00	.....	400 00	.....	26 00
Packwaukee.....	179 25	37 63	.....	216 93	987 74	.....	27 50	22 82	287 51	.....	.....	.....	27 50
Shields	161 99	18 40	.....	180 39	369 05	22 92	43 95	.....	199 01	11 88	.....	.....	43 95
Springfield.....	108 69	.....	.....	108 68	108 68	.....	.....	.....	123 00	.....	.....	.....	.....
Westfield.....	109 50	86 88	.....	196 38	288 76	28 37	86 75	12 25	.....	10 00	34 76	.....	54 00
	1964 31	891 11	.....	2853 42	5938 62	31 09	1197 97	183 49	2773 94	34 38	886 00	.....	311 97

MILWAUKEE—

Franklin	471 00	531 78	.....	1002 78	955 63	47 15	.....	.....	215 70	.....	822 50	.....	67 35
Greenfield	793 50	687 98	85	1425 31	1425 31	.....	.....	.....	439 02	5 00	97 26	.....	169 98
Granville	792 75	388 30	.....	1181 05	.....	.....	113 35	130 17	468 73	.....	18 17	110 89	18 17
Lake	526 50	622 64	.....	1149 14	1104 42	.....	18 26	26 46	21 31	.....	427 77	139 10	427 77
Milwaukee	762 00	186 88	.....	948 88	946 68	.....	.....	2 20	373 43	.....	365 00	209 58	365 00
Oak Creek.....	545 25	614 84	.....	1060 09	954 09	89 71	.....	17 29	196 77	51 48	272 90	269 35	272 90
Wauwatosa	717 00	453 14	.....	1170 14	1170 14	.....	.....	.....	548 76	35 45	325 50	307 04	325 50
Milwaukee City..	8902 51	12997 91	.....	21900 42	24477 04	.....	6648 84	9225 46	.....	.....	.....	.....	.....
	13453 51	16883 45	85	29637 81	31033 31	136 86	6780 45	9401 58	2316 71	91 93	1829 10	1273 24	1829 10

MONROE—

Adrian	133 50	31 82	.....	165 32	288 00	.....	.....	.....	348 28	.....	17 00	.....	.....
Angelo	50 00	.....	.....	50 00	.....	.....	.....	.....	386 93	.....	180 00	61 50	180 00
Clifton	22 50	.....	68 45	90 95	89 85	.....	.....	.....	.....	.....	90 00	.....	.....
Eaton	12 00	28 00	.....	40 00	40 00	.....	.....	.....	22 00	.....	.....	.....	.....
Greenfield	123 75	426 36		550 10	378 65			171 45	125 00		262 50	12 50	262 50
Glendale.....	39 00	98 63		137 63	104 82			33 71			5 00		

TABLE No. VI.—continued.

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MONROE—cont.												
Leon	\$180 50			180 50	180 50				382 07		351 47	89 75
Lafayette	65 25	\$119 00		184 25	164 00		8 00				300 00	5 00
Leroy	21 00			21 00	21 00				50 00		320 00	80 00
Little Falls	63 50	55 00	14 06	182 56	165 50			8 00	105 50			
Portland	89 25	10 00		99 25	100 00				100 00		605 00	
Ridgeville	55 50	138 24		193 74	148 55			45 19	62 45	5 00	10 00	10 00
Sparta	338 00	299 79		632 79	632 79				970 00		575 00	106 00
Sheldon	75 75	56 00		131 75	131 75				18 63		56 38	
Tomah	54 75	93 71		148 46	148 46				201 00		34 00	27 75
Wilton	67 50	141 00		208 50	208 50				198 50		600 00	61 50
Wellington	10 00	129 44		139 44	120 00			19 44	48 00		403 00	
	1846 75	1626 98	82 51	3556 24	2892 47		8 00	271 79	2913 36	5 00	3809 35	404 90
OCONTO—												
Marquette		280 00		280 00	163 25	30 00	10 00	71 71	163 35	30 00		
Oconto	144 00			273 00	200 00		98 00		500 00	24 00		50 00
Stiles	68 25			518 00	145 00		118 00	68 25	145 00		280 00	118 50
Pensaukee	67 50			67 50				25 50	100 00	80 60		10 00
	279 75	280 00		1188 50	508 25	30 00	221 50	165 46	908 35	84 60	280 00	178 50

OUTAGAMIE—

Appleton city.....	427 50	207 84	685 14	685 14	.....	.....	.....	.....	.....	410 00	.....	189 20	33 85
Bovina.....	63 00	17 75	80 75	80 00	.....	.....	.....	.....	.....	410 00	.....	840 00	89 00
Buchanan.....	.....	.....	60 29	200 00	.....	.....	.....	.....	.....	189 34	.....	.....	15 64
Center.....	75 00	94 24	169 24	284 75	.....	.....	.....	.....	.....	252 00	.....	178 90	16 75
Ellington.....	126 00	161 88	288 64	288 64	.....	.....	.....	.....	.....	390 00	.....	310 00	288 86
Embarrass.....	63 75	.....	63 75	60 00	.....	.....	.....	.....	.....	60 00	.....	53 40	22 00
Freedom.....	159 00	241 00	400 00	409 00	.....	.....	.....	.....	.....	241 00	.....	.....	22 00
Grand Chute.....	136 00	82 00	217 00	175 00	.....	.....	.....	.....	.....	250 00	.....	80 00	85 00
Greenville.....	151 50	203 81	371 24	203 81	.....	.....	.....	.....	.....	436 50	25 00	655 00	67 98
Hortonia.....	140 25	206 29	346 51	300 00	.....	.....	.....	.....	.....	210 00	.....	135 00	118 00
Kaukauna.....	297 00	293 00	590 00	560 00	.....	.....	.....	.....	.....	535 40	.....	30 42	51 70
Liberty.....	126 00	120 00	138 75	70 00	.....	.....	.....	.....	.....	150 00	.....	.....	3 00
Medina.....	126 00	59 77	185 77	171 46	.....	.....	.....	.....	.....	96 00	.....	277 65	91 65
	1782 76	1687 88	3547 08	3408 80	.....	.....	.....	.....	.....	313 26	25 00	2749 57	879 43

OZAUKEE—

Mequon.....	948 00	1739 78	2687 78	2422 94	.....	.....	.....	.....	.....	157 55	.....	250 00	106 26
Cedarburg.....	781 50	534 53	1316 03	1040 0	.....	.....	.....	.....	.....	68 00	.....	2413 00	16 00
Grafton.....	508 50	201 26	710 24	708 50	48	.....	.....	.....	.....	213 85	25 00	154 00	140 00
Saukville.....	386 75	389 61	786 36	854 00	.....	.....	.....	.....	.....	163 24	20 00	32 00	.....
Port Washington.....	653 25	291 95	945 20	1047 00	.....	.....	.....	.....	.....	129 00	.....	3124 71	1 25
Fredonia.....	474 00	347 60	821 60	701 60	.....	.....	.....	.....	.....	120 00	.....	64 00	.....
Belgium.....	929 39	100 00	1029 39	1333 13	.....	.....	.....	.....	.....	66 72	20 00	8 75	4 00
	4691 39	3604 73	8296 60	8107 17	48	.....	.....	.....	.....	396 62	254 12	6046 46	267 51

PEPIN—

Pepin.....	451 39	100 00	551 39	551 39	.....	.....	.....	.....	.....	.....	.....	.....	.....
Bear Creek.....	144 82	.....	144 82	815 14	.....	.....	.....	.....	.....	.....	.....	.....	.....
Albany.....	.....	.....	30 00	24 00	.....	.....	.....	.....	.....	11 00	.....	.....	.....
Frankfort.....	64 50	.....	.....	62 77	.....	.....	.....	.....	.....	7 70	.....	3 00	.....
Waubeck.....	39 50	43 20	82 70	75 00									
Lima.....													
	700 21	143 20	813 91	1028 90	30 00					18 70		3 00	

TABLE No. VI—continued.

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PIERCE—												
Diamond Bluff, ..	11 76	49 04		60 80				60 80	69 00		609 00	
Oak Grove.....	61 74			61 74	60 00			1 74	54 00			
Clifton.....	16 18	25 00		41 18	41 18						386 50	
Martell.....	25 75	16 76		42 51								
Trim Belle.....	34 76			34 46	7 00			27 46	79 00			
River Falls.....	193 69	104 79		616 39	293 03				115 25		141 86	20 00
Pleasant Valley..	54 37			54 37	54 37						404 25	45 00
Isabel.....	66 89	23 47		80 36	78 68			1 68				
Prescott City.....	250 00	200 00		1985 93	681 50		10 00		661 50		1221 98	112 44
Perry.....	16 85	20 00		37 95	30 65		1384 42		81 00		10 00	
Hartland—No report.												
Trenton.....		400 00		400 00	60 00		322 50	17 50	60 00		322 50	20 00
	\$782 09	839 06		\$275 68	1286 41		1666 92	109 18	1069 75		3066 09	297 44
POLK—												
Le Roy.....	183 47	215 51		398 98	826 83		72 15		260 00		426 00	25 00
St. Croix.....	96 51	6 79		103 30	103 30						1000 00	
	279 98	222 30		502 28	430 13		72 15		260 00		1426 00	25 00

PORTAGE—													
Amherst.....	141 60	167 92	.....	309 52	129 00	.....	82 00	99 52	89 50	.....	9 50	82	82
Almond.....	179 64	26 84	.....	210 39	206 28	.....	.....	4 11	20 80	.....	.....	8 90	8 90
Belmont.....	.....	57 92	.....	57 92	.....	.....	.....	57 92	80 00	.....	175 00	.....	.....
Buena Vista.....	215 12	20 40	.....	235 52	341 87	.....	.....	.....	240 00	.....	25 00	.....	.....
Lanark.....	779 51	38 17	.....	112 67	112 67	.....	.....	.....	174 50	.....	95 00	1 00	1 00
Plover.....	317 19	296 46	.....	613 65	.....	.....	.....	.....	603 00	10 00	40 00	95 00	95 00
Pine Grove.....	65 25	32 75	.....	101 58	101 58	.....	.....	.....	125 00	.....	308 00	.....	.....
New Hope.....	71 23	18 54	.....	84 77	84 77	.....	.....	.....	77 00	.....	364 26	.....	.....
Sookton.....	269 75	.....	.....	269 75	260 75	.....	.....	19 00	579 00	10 00	1380 00	48 25	48 25
Stevens' Point..	563 25	344 02	.....	929 77	852 69	.....	3 38	.....	.....	.....	.....	194 00	194 00
Lawood.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	1922 53	992 52	.....	2925 54	2079 41	.....	57 83	190 56	1988 90	20 00	2376 76	847 97	847 97
RAVINE—													
Barrington.....	582 00	320 00	.....	902 20	812 00	.....	90 20	.....	180 00	.....	157 56	151 25	151 25
Caledonia.....	449 25	510 60	.....	969 85	603 85	.....	25 00	.....	229 86	.....	555 00	242 38	242 38
Dover.....	845 00	348 20	.....	693 20	658 10	.....	35 10	.....	.....	.....	392 16	205 41	205 41
Mount Pleasant..	644 05	500 00	.....	1144 05	1003 06	.....	24 17	116 82	436 10	5 00	135 00	242 05	242 05
Norway.....	247 50	280 25	.....	527 75	487 81	.....	18 30	21 64	12 00	8 00	101 62	43 50	43 50
Raymond.....	342 00	400 00	.....	958 00	923 00	.....	84 20	.....	283 75	9 00	.....	67 50	67 50
Rochester.....	246 75	272 40	.....	519 15	498 15	.....	8 00	15 00	227 40	8 00	17 00	45 26	45 26
Racine City.....	2658 50	1400 00	.....	18663 50	9015 00	.....	.....	3885 47	3663 03	.....	.....	.....	.....
Racine Town.....	876 47	774 80	.....	1036 08	962 72	.....	15 41	962 72	312 00	.....	50 00	124 25	124 25
Waterford.....	372 00	216 60	.....	588 60	500 00	.....	17 50	71 10	779 50	17 50	487 50	985 00	985 00
Yorkville.....	334 75	440 60	.....	765 35	486 36	.....	76 53	153 56	530 24	10 00	249 80	132 86	132 86
.....	6498 27	18063 65	.....	24657 71	15596 65	.....	344 41	4430 63	2990 85	52 50	2145 64	2229 46	2229 46
RICHLAND—													
Akan.....	.....	244 00	.....	244 00	48 00	.....	.....	.....	48 00	.....	194 00	2 00	2 00
Bloom. C.....	167 25	90 00	.....	245 65	218 54	.....	.....	27 11	44 20	.....	65 00	.....	.....
Buena Vista.....	253 00	.....	.....	252 00	249 56	.....	.....	2 44	478 31	.....	485 31	61 33	61 33
Dayton.....				59 17	36 00			23 17	95 00		245 00	41 00	41 00
Eagle.....	177 00	80 00			257 00				83 00		200 00		

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	Amount rec'd from Co. Treasurer.	Amount rec'd from Town Treasurer.											
RICHLAND.—cont.													
Forest	\$114 75	\$125 44			\$240 19	\$234 89		69	\$4 61	\$156 00		\$147 40	\$26 60
Henrietta	123 75	25 30			149 05	149 05				398 87		253 00	19 00
Itasca	286 75	157 39			443 14	398 83	\$44 31			483 18		425 00	428 53
Marshall	209 92				209 92	252 98			\$15 98	122 00	\$3 00	310 00	63 50
Rockbridge	142 25	70 00			212 24	212 25				113 00	1 88	60 00	12 72
Richmond	174 75	100 00			274 75	179 57				203 00		67 50	18 00
Richwood	147 00	181 10			278 12	253 37			24 75	16 25		150 00	170 25
Richland	239 50					220 00			19 50	300 00	10 00	2425 00	49 00
Sylvan	97 50	150 00			247 50	150 00			97 50	254 00		179 56	10 00
Westford										100 15		320 00	
Willow	76 50	59 85				136 35	15 00			39 65		231 50	
	2202 92	1223 08			2855 74	2996 87	59 31	69	215 06	2 938 61	14 88	5748 27	901 93
ROCK.—													
Avon	\$297 68	\$407 29			\$704 97	\$704 97				\$59 57	\$19 86	\$600 00	\$73 77
Beloit	165 35	540 60			705 25	644 70						40 00	
Bradford	802 08	1521 91			1823 99	1458 74	15 00		219 93			121 94	286 22
Center	327 03	419 92			747 00	747 00							
Clinton	413 17	352 80			765 95	787 00	28 75			515 22		231 25	268 50
Fulton	488 78	330 00			818 78	818 78				987 85		427 90	777 25

Harmony	559 02	164 77	720 79	649 09	73 70	163 02	397 08	190 87	278 08
Johnstown	318 99	200 00	618 99	618 99	23 86	7 85	346 80	268 17	169 90
Lima	302 08	301 88	603 46	572 38	8 10		697 20	640 59	108 95
La Prairie	206 54	297 18	503 67	495 57	40 84		328 18	294 00	185 00
Milton	399 10	330 66	729 76	500 00		288 92	374 15	92 52	178 15
Magnolia	304 22	394 85	699 14	699 14			408 87	10 70	160 40
Newark	386 63	229 15	585 78	496 20	7 16	12 24	337 75	291 90	141 25
Porter	274 16	272 28	546 44	546 44			538 87	18 50	185 25
Plymouth	263 58	245 90	499 48	499 48			350 00	146 50	147 00
Rock	321 93	294 75	616 68	616 68			775 82	110 00	220 20
Spring Valley	515 27	246 45	761 72	760 93		8 47	178 87	32 00	125 50
Turtle	389 60	328 82	688 42	688 42			805 56	11 00	334 00
Union	501 17	693 86	1194 53	1087 98		154 55	278 30	365 48	169 87
Janesville City	2469 60	6737 78	9207 38	6395 35		2469 60	3865 75	9840 00	1432 15
Beloit City	1034 15		1034 15	1034 15			4104 00	77 75	1498 59
Janesville	253 58	291 98	546 14	868 17	10 00		495 77	32 98	192 88
10380 76 14601 73			24982 47 20896 89		205 40	2770 76	15822 71	49 86	13724 03
ST. CROIX—									6858 58
Hudson City									
Hudson	\$225 00	\$ 9 00	\$284 00	\$870 00		\$268 00	\$ 8 00	\$300 00	\$300 00
Star Prairie	86 03	8 17	786 20	94 20		2 00	7 18	700 00	2 00
Richmond			675 00	48 00		2 00	25 00	600 00	
Malone	93 97	35 76	50 00	128 73		30 73	6 00	50 00	
St. Joseph			88 00	88 00					
Somerset	44 85	3 58	48 43	44 85		1 75	1 83		
Eau Gallie	10 00	12 10	22 10	22 10					
Rush River	51 45	25 41	515 88	214 85		6 87	50 00	450 00	15 88
Erin Prairie									
Hammond	30 15	120 20	250 00	313 55		62 00	188 00		87 50
Troy	38 09		188 95	110 81		109 23	77 72	109 23	
Ceylon									
Pleasant Valley ..	41 42	63 12	322 72	135 34		291 62	31 10	281 50	10 12
615 96		327 34	2192 50	3582 42	2264 70	773 70	199 02	2890 73	365 45

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SHAWANAW—												
Shawano	\$75 00				\$256 00		\$100 00				\$20 00	\$80 00
Rickerson	No Report.											
Waukejohn	No Report.											
Matteson	No Report.											
Belle Plaine	No Report.											
SAUK—												
Baraboo	\$509 25	\$220 81		\$730 06	\$730 06				\$220 81			
Honey Creek	238 36	122 14		401 35	357 25	7 66		44 10	122 14		450 49	105 52
Excelsior				272 19	483 59		68 04	190 82	190 00		108 20	150 00
Wingfield	189 50	54 16		193 66	183 66	10 00	220 88		54 16	10 00	175 00	
Dellona	221 25	207 68		428 91	310 23		151 54		240 56		269 00	61 07
Fairfield	200 50	223 00	261 46	665 16	423 50		128 91		142 55			128 91
Troy	379 44	186 00		563 44	384 13	24 52	142 00	14 80	180 25		121 88	34 50
Woodland	98 75	237 86		331 61	254 00			77 61			88 00	14 00
Westfield	168 75	350 00		518 75	496 61	8 00		127 14	284 25		185 06	62 00
Kingston	239 80	260 55		499 80								
Freedom	300 00	289 00		539 09					260 00		197 52	17 65
Washington	208 50	104 22		312 72	274 16			38 46	546 54		150 00	79 89
New Buffalo	394 75	202 00		598 75	598 75				900 00	30 00	371 00	853 00
Marston	326 00	799 83		1552 78	946 02			596 71	169 00		185 83	157 75
Prairie du Sac	416 98	292 43		499 41	417 65	64 13	124 47	53 66	479 56	27 16	976 96	79 32

Greenfield.....	141 00	100 13	.....	241 13	.....	.....	.....	.....	.....	484 87	.....	180 00	28 00
Merrimac.....	192 75	164 67	.....	367 83	.....	85 78	.....	.....	.....	438 04	48 00	29 87	68 24
Reedsburg.....	857 00	230 00	.....	681 00	.....	15 00	.....	29 44	.....	880 00	15 00	90 00	139 25
Franklin.....	191 25	69 08	.....	200 33	.....	.....	.....	1 59	.....	592 00	.....	692 00	61 00
Spring Green.....	246 00	241 55	.....	487 55	.....	6 35	33 93	.....	.....	112 00	6 35	810 66	38 50
SHEBOYGAN—	5011 83	4994 99	261 46	10035 05	7465 80	171 39	869 27	1172 83	597 11	131 51	4921 47	2078 60	
Abbott.....	\$353 25	\$354 63	.....	\$707 88	\$690 20	.....	.....	\$117 68	\$75 00	.....	\$11 65	\$44 20	
Greenbush.....	401 25	178 91	.....	580 19	559 58	25 50	.....	65 11	576 92	10 88	1510 00	99 46	
Herman.....	382 50	273 22	.....	.....	725 88	.....	.....	168 87	25 00	.....	63 00	47 00	
Holland.....	594 75	604 31	.....	1139 06	1067 78	71 80	.....	4 86	333 65	.....	707 00	48 11	
Lima.....	463 50	522 75	.....	.....	986 25	.....	.....	.....	417 86	.....	617 20	74 85	
Lyndon.....	387 00	461 61	.....	848 61	531 08	.....	.....	.....	748 39	.....	300 00	118 78	
Mitchell.....	231 00	154 76	.....	385 76	385 76	.....	.....	.....	482 41	.....	10 00	81 48	
Mosel.....	243 00	200 88	.....	443 88	417 00	.....	26 88	.....	51 75	.....	.....	70 25	
Plymouth.....	545 25	183 74	.....	728 99	474 52	.....	17 00	237 47	883 16	.....	154 19	79 20	
Rhine.....	272 25	174 62	.....	446 87	488 00	.....	.....	.....	90 00	.....	9 25	.....	
Russell.....	84 00	152 92	.....	136 92	84 00	.....	.....	.....	127 00	.....	168 50	27 00	
Scott.....	325 42	478 54	.....	803 96	749 00	4 50	.....	50 40	154 39	.....	11 84	46 70	
Sheboygan.....	239 35	209 25	.....	448 60	517 80	8 02	52 00	61 60	100 00	8 02	.....	50 00	
Sheboygan Falls.....	388 43	217 00	.....	605 43	306 65	.....	23 62	.....	.....	.....	78 03	.....	
Sheboygan city.....	1026 75	1116 57	.....	2157 94	1649 88	.....	580 64	56 30	.....	.....	.....	.....	
Wilson.....	213 00	84 38	.....	732 56	642 00	.....	67 00	23 56	642 00	.....	15 00	52 00	
Sheb. Falls village.....	365 32	204 23	.....	569 55	569 55	.....	.....	.....	300 00	.....	.....	100 00	
TREMPELEAU—	6456 02	5572 32	.....	11723 45	10844 91	109 82	767 14	1156 80	5037 53	18 85	3650 16	939 08	
Arcadia.....	.....	.....	.....	120 50	97 00	12 00	.....	115 90	.....	.....	( 00	65 00	
Gale.....	99 75	152 98	.....	252 73	247 23	.....	.....	5 50	164 00	.....	52 43	27 91	
Preston.....	34 50	73 72	.....	108 22	92 46	.....	.....	15 76	.....	.....	107 60	.....	
Trempeleau.....	208 50	.....	.....	208 50	208 50	.....	.....	.....	907 00	.....	207 20	115 50	
	342 75	226 70	.....	689 95	645 19	12 00	.....	137 16	1071 00	.....	557 26	267 41	

TABLE No. VI.—continued.

Names of Counties and Towns.	Amount rec'd from Co Treasurer.	Amount rec'd from Town Treasurer.	Amount rec'd from other sources.	Total amount received.	Amount paid for Teachers wages.	Amount paid for Libraries.	Amount expended for other purposes.	Amount remaining unexpended.	Amount raised by Tax and expended for Teachers wages.	Amount raised by Tax and expended for District Libraries.	Amount raised by tax, and expended on School Houses.	Amount raised by Tax and expended for other purposes.
WALWORTH CO—												
Sharon	474 75	\$168 35	.....	643 10	643 10	.....	.....	.....	906 48	.....	.....	235 58
Darien	365 25	172 81	.....	538 06	1424 00	.....	878 00	.....	1690 92	.....	700 00	225 00
Richmond	246 00	242 69	.....	488 69	395 53	.....	.....	93 16	428 50	16 79	556 69	68 48
Whitewater	702 00	308 08	.....	1005 08	1005 08	.....	.....	.....	1944 49	.....	435 87	703 53
Walworth	395 25	150 53	.....	548 78	526 18	.....	.....	19 60	985 01	.....	177 28	200 00
Delavan	613 50	1030 42	.....	1643 92	1696 42	40 35	.....	366 51	1268 72	.....	1243 75	301 59
Sugar Creek	327 75	139 81	.....	467 56	404 66	.....	.....	63 75	289 82	9 15	125 00	92 00
La Grange	376 50	1113 75	.....	1490 25	1335 00	.....	.....	.....	.....	6 00	13 00	139 00
Linn	263 25	822 91	100 00	693 16	.....	.....	.....	.....	.....	.....	.....	.....
Geneva	583 50	410 85	.....	994 35	974 53	1 40	.....	18 40	823 02	50 00	221 97	621 88
La Fayette	363 00	153 33	.....	516 33	516 33	.....	.....	.....	.....	.....	.....	.....
Troy	343 50	147 61	.....	491 11	491 13	.....	.....	.....	945 98	.....	.....	134 50
Bloomfield	349 50	166 67	.....	516 17	488 78	.....	.....	27 44	315 58	14 00	409 00	164 91
Hudson	419 25	454 68	.....	902 18	902 11	.....	.....	143 02	524 07	.....	107 17	9 15
Spring Prairie	390 75	161 12	.....	551 87	551 87	.....	.....	.....	536 91	.....	35 45	215 00
East Troy	452 25	189 80	.....	642 05	642 05	.....	.....	.....	1681 94	.....	100 00	368 89
Elkhorn, ...	367 55	200 00	.....	1282 40	819 00	.....	180 40	283 00	600 00	.....	.....	700 00
	7033 55	5535 41	100 00	18415 06	12315 79	41 75	1053 40	1004 88	12908 94	94 94	4124 63	4099 29

WASHINGTON—

Addison.....	876 80	498 00	.....	874 80	868 87	.....	.....	15 18	111 84	.....	114 07	57 17
Barton.....	824 00	334 81	.....	606 81	641 92	.....	.....	.....	401 00	10 00	5 28	98 80
Erie.....	484 50	250 00	.....	784 50	734 50	.....	.....	.....	112 00	.....	116 00	60 28
Farmington.....	447 75	278 53	.....	726 28	726 28	.....	.....	.....	601 98	.....	248 05	45 55
Germantown.....	1185 44	200 00	.....	1385 44	1385 44	.....	.....	.....	108 26	.....	1072 64	80 00
Hartford.....	645 00	533 86	.....	1178 86	1076 25	.....	.....	.....	132 20	.....	689 88	168 56
Jackson.....	487 50	408 30	.....	895 80	770 68	.....	.....	.....	84 88	.....	101 50	65 12
Kewaskum.....	220 50	188 44	.....	408 94	398 94	.....	.....	.....	10 00	.....	4 00	121 08
Polk.....	684 75	643 70	.....	1328 45	1328 45	.....	.....	.....	398 75	8 00	68 94	182 70
Richfield.....	886 74	150 00	.....	1045 74	1045 74	.....	.....	.....	154 26	15 00	68 48	67 50
Trenton.....	453 00	395 61	.....	848 61	842 24	.....	.....	.....	504 00	.....	250 00	30 27
Wayne.....	380 25	196 62	.....	516 87	448 50	.....	.....	.....	140 00	.....	25 75	18 00
West Bend.....	327 88	352 50	.....	679 88	679 88	.....	.....	.....	665 85	.....	18 76	157 55
	6882 61	4369 87	.....	11231 98	10687 59	.....	126 06	217 53	3461 47	28 00	2981 81	1050 01

WAUKESHA—

Menomonee.....	555 75	262 54	.....	818 29	818 29	.....	.....	.....	351 00	.....	680 00	41 00
Pewaukee.....	414 00	396 12	.....	800 12	692 84	.....	.....	.....	983 71	10 00	471 26	176 67
Oconomowoc.....	577 50	243 54	.....	821 04	738 94	.....	.....	.....	1028 54	3 08	287 60	167 58
Brookfield.....	585 75	251 13	.....	836 86	836 86	.....	.....	.....	683 42	15 00	125 00	258 80
New Berlin.....	518 25	216 81	.....	735 06	727 61	.....	.....	.....	533 80	41 20	.....	97 50
Mukwonago.....	390 75	178 91	.....	564 66	564 66	.....	.....	.....	1172 47	.....	.....	.....
Lisbon.....	417 00	193 05	.....	610 05	610 05	.....	.....	.....	1021 71	20 00	325 00	116 18
Eagle.....	370 50	150 00	.....	520 00	520 00	.....	.....	.....	689 65	.....	15 00	99 15
Waukeesa.....	921 25	564 00	.....	1432 98	1432 98	.....	.....	.....	2096 86	31 81	74 50	200 00
Muskego.....	449 25	202 02	.....	651 25	651 25	.....	.....	.....	202 18	.....	226 76	110 02
Delafield.....	152 70	150 15	.....	302 85	302 85	.....	.....	.....	454 76	.....	281 80	38 80
Ottawa.....	234 01	.....	.....	294 01	294 01	.....	.....	.....	688 94	.....	150 00	.....
Summit.....	309 00	129 47	.....	438 47	438 47	.....	.....	.....	685 50	2 50	514 88	51 84
Merton.....	363 75	196 68	.....	562 28	562 28	.....	.....	.....	1225 61	40 00	370 00	60 00
Geneseo.....	468 75	190 74	.....	659 49	659 49	.....	.....	.....	813 77	.....	117 00	107 69
Vernon.....	308 25	160 00	.....	468 25	468 25	.....	.....	.....	508 07	.....	100 00	88 90
	7086 46	8472 06	.....	10615 68	10318 85	.....	102 10	187 83	18029 99	168 54	3688 30	1614 23

TABLE No. VI.—continued.

Names of Counties and Towns.	Amount rec'd from Co. Treasurer.	Amount rec'd from Town Treasurer.	Amount rec'd from other sources.	Total amount received.	Amount paid for Teachers' Wages.	Amount paid for Libraries.	Am't expended for other purposes.	Amount remaining unexpended.	Am't raised by tax, and expended for Teachers' Wages.	Amount raised by tax, and expended for District Libraries.	Amount raised by tax, and expended on School-houses.	Amount raised by tax, and expended for other purposes.
WAUPACA—												
Dayton	\$214 50	\$142 86	.....	\$357 46	\$357 46	.....	.....	.....	\$283 00	.....	\$320 00	\$207 93
Farmington	117 75	114 00	.....	231 75	231 75	.....	.....	.....	278 00	.....	65 76	29 83
Scandinavia	123 00	94 08	.....	217 08	189 00	\$15 00	\$27 40	\$95 68	48 00	.....	48 04	.....
Iola	127 50	31 00	.....	158 50	.....	.....	.....	.....	.....	.....	200 00	20 00
Lind	230 50	280 00	.....	500 50	457 94	.....	.....	42 56	328 00	.....	237 50	96 48
Waupaca	325 50	88 00	.....	411 14	411 14	.....	.....	.....	578 00	.....	.....	89 70
St. Lawrence	55 50	.....	.....	48 85	75 62	.....	.....	.....	198 00	.....	112 91	17 50
Weyauwega	363 75	76 96	.....	440 73	438 08	.....	7 65	.....	609 75	.....	1612 25	687 04
Royalton	124 78	543 01	.....	667 79	.....	.....	.....	.....	451 00	.....	68 00	24 00
Little Wolf .....	.....	450 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Caledonia	78 00	41 02	.....	119 02	119 00	.....	.....	24 50	158 02	\$15 00	300 00	65 00
Maewa	306 00	400 00	.....	706 00	708 00	.....	.....	.....	605 00	.....	339 00	.....
Lebanon	45 00	31 10	.....	76 10	78 10	.....	.....	.....	126 00	.....	73 00	.....
Bear Creek	31 50	75 00	.....	106 50	106 50	.....	.....	.....	75 00	.....	.....	.....
Union .....	.....	.....	.....	.....	.....	.....	.....	.....	800 00	.....	.....	.....
	2133 28	2364 15	.....	4041 42	3175 59	15 00	35 05	162 74	4032 17	15 00	8376 46	1187 46
WAUSHARA—												
Bloomfield	61 00	87 92	.....	148 92	114 26	.....	.....	.....	88 00	.....	29 50	20 00
Coloma	222 82	50 01	.....	222 83	442 00	18 00	1 72	89 88	104 00	18 00	50 00	41 00

Dakota.....	131 67	161 25	292 92	292 92	18 00	3 81	4 61	94 57	42 00	27 44
Deerfield.....	41 16	30 75	71 91	81 93	.....	.....	.....	24 00	.....	.....
Hancock.....	116 85	.....	116 85	116 85	.....	.....	.....	153 00	196 76	52 00
Leon.....	187 48	127 62	315 05	310 70	.....	.....	4 75	328 16	88 00	83 25
Marion.....	181 56	193 52	290 08	290 08	.....	.....	.....	175 44	321 10	82 11
Mount Morris.....	83 79	143 94	277 73	207 68	.....	.....	20 05	202 16	76 00	.....
Oasis.....	102 17	183 24	240 31	102 17	.....	.....	114 00	106 00	67 50	7 50
Plainfield.....	226 42	879 03	605 45	495 23	.....	.....	110 22	275 00	860 00	70 00
Poyssippi.....	106 84	80 95	186 79	146 79	.....	.....	40 02	89 00	166 00	12 00
Richford.....	164 64	163 23	326 87	326 87	.....	.....	.....	185 00	100 00	42 00
Rose.....	7 35	45	52 35	.....	.....	.....	.....	.....	10 00	.....
Sarville.....	158 76	149 11	307 87	307 87	.....	.....	.....	244 00	179 42	85 50
Sacramento.....	.....	.....	696 49	640 35	.....	8 30	42 84	245 42	815 00	71 50
Spring Water.....	123 68	163 71	237 68	237 68	.....	.....	.....	50 00	165 00	55 00
Warren.....	107 31	60 75	168 06	143 80	.....	.....	18 26	71 00	47 00	29 98
Wautoma.....	198 45	202 50	400 95	400 95	.....	.....	.....	512 45	.....	53 00
2170 90	2077 96	.....	4949 11	4668 13	18 00	8 83	444 63	2849 20	2652 27	537 28
WINNEBAGO—										
Algona.....	175 50	163 29	333 79	339 79	.....	.....	.....	232 00	.....	106 90
Black Wolf.....	164 25	94 19	258 44	258 44	.....	.....	.....	224 03	.....	148 76
Clayton.....	220 50	257 59	478 19	461 78	5 28	.....	11 13	226 22	5 00	16 00
Menasha.....	385 50	236 06	611 56	593 46	.....	.....	18 04	591 89	5 00	365 00
Neenah.....	381 75	312 68	694 43	644 43	50 00	.....	.....	784 40	5 00	1158 66
Orihula.....	.....	165 00	165 00	65 00	.....	100 00	.....	65 00	95 00	5 00
Omro.....	560 00	300 04	860 04	540 00	.....	.....	.....	1422 41	882 65	222 41
Oshkosh.....	192 75	161 82	354 57	354 57	.....	.....	.....	814 00	.....	116 00
Oshkosh City.....	1092 00	3443 16	5578 95	3440 00	.....	.....	.....	.....	669 99	122 50
Poygan.....	252 42	112 92	252 42	252 42	.....	.....	.....	1 88	40 50	30 00
Rushford.....	472 50	407 36	879 86	879 86	.....	.....	.....	183 57	1032 00	385 44
Nekimi.....	259 50	252 85	412 35	.....	.....	.....	.....	989 44	.....	52 42
Nepinakun.....	231 00	295 89	526 89	526 89	.....	.....	.....	794 00	.....	66 25
Winneconne.....	270 00	360 40	630 40	574 71	.....	.....	55 69	303 95	121 20	16 00
Winchester.....	206 25	112 25	818 50	818 50	.....	.....	.....	180 00	53 00	16 00
.....	.....	.....	.....	.....	.....	.....	.....	166 00	100 00	41 50

TABLE No. VI.—*continued.*

Names of Counties and Towns.	Amount rec'd from Co. Treasurer.	Amount rec'd from Town Treasurer.	Amount rec'd from other sources.	Total amount received.	Amount paid for Teachers' Wages.	Amount paid for Libraries.	Am't expended for other purposes.	Amount remaining unexpended.	Am't raised by tax and expended for Teachers' Wages.	Amount raised by tax and expended for District Libraries.	Amount raised by tax and expended on School-houses.	Amount raised by tax and expended for other purposes.
WINNEBAGO, cont.												
Utica.....	\$343 50	\$205 09	.....	\$548 59	.....	.....	.....	.....	\$892 00	.....	\$40 00	\$59 00
Vinland	265 50	175 00	.....	440 50	\$410 00	.....	.....	\$80 50	324 60	.....	50 00	47 30
	5472 92	7040 60	.....	13844 48	9673 85	\$55 28	\$100 00	115 36	7609 51	26 88	7331 24	1836 53
WOOD—												
Grand Rapids....	150 75	.....	.....	150 75	150 75	.....	.....	.....	380 00	.....	61 00	27 00
Sargis.....	.....	35 41	.....	35 41	.....	.....	.....	35 41	.....	.....	.....	.....
Hemlock.....	*30 75	21 00	.....	81 75	60 25	.....	21 50	.....	.....	.....	.....	.....
Rudolph	*98 00	.....	.....	.....	65 25	.....	.....	.....	187 25	.....	80 00	32 00
Centralia	43 00	42 00	.....	.....	42 00	.....	.....	.....	.....	.....	.....	.....
Dexter. [Norep't.]	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	219 50	98 41	.....	287 91	318 25	.....	21 50	35 41	497 25	.....	141 00	59 00

* The amount of money reported as received from County Treasurer in town of Rudolph, includes the amount reported in the town of Hemlock, they being in one town and one district at the last report.

RECAPITULATION OF TABLE NO. VI.

Names of Counties	Amount rec'd from Co. Treasurer.	Amount rec'd from Town Treasurer.	Amount rec'd from other sources.	Total Amount received.	Amount paid for Teachers' Wages.	Amount paid for Libraries.	Amount expended for other purposes.	Amount remaining unexpended.	Amount raised by Tax, and expended for Teachers' Wages.	Amount raised by Tax, and expended for District Libraries.	Amount raised by Tax, and expended on School Houses.	Amount raised by Tax, and expended for other purposes.
Adams.....	\$1461 01	\$1079 96	.....	\$2031 41	\$2380 85	.....	\$271 02	\$170 81	\$2183 94	\$44 50	\$1959 42	\$549 83
Ad Ax.....	2127 63	1276 77	328 21	3786 64	2926 97	17 50	69 41	506 59	1354 20	35 00	3816 63	331 34
Brown.....	3590 85	1717 51	.....	5308 36	5316 28	88 24	502 88	1454 30	5071 66	33 47	4323 62	991 04
Buffalo.....	309 34	830 46	.....	1208 30	727 00	.....	.....	20 72	471 00	.....	2183 50	58 25
Calumet.....	1551 00	1224 41	.....	3675 41	2633 10	45 17	101 50	416 71	2026 50	52 46	1260 25	348 95
Chippewa.....	103 80	118 61	.....	221 51	161 00	.....	.....	52 38	310 00	.....	2012 50	45 00
Clark.....	.....	380 00	.....	407 77	375 77	.....	25	132 00	254 00	.....	.....	25
Columbia.....	5961 25	5682 93	.....	11649 58	10895 90	102 46	270 41	171 22	9773 12	69 85	8762 62	1488 90
Crawford.....	1611 25	1088 88	39 84	2869 63	2456 56	11 00	206 63	319 18	1734 19	.....	4869 93	296 20
Dane.....	10841 90	7890 99	628 60	23827 09	21068 74	358 84	6843 66	1840 16	4238 01	203 44	5880 07	13037 63
Dodge.....	10689 96	5833 52	84 73	16186 07	17111 49	919 04	405 85	753 44	13742 22	82 48	7933 91	4361 84
Door.....	141 12	350 53	118 00	609 65	342 76	.....	266 98	.....	117 16	.....	.....	.....
Douglas.....	.....	1559 21	.....	.....	745 00	.....	681 31	132 90	745 00	.....	599 66	81 65
Dunn.....	No Report	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Eau Claire.....	259 89	1728 94	163 72	2149 05	1001 24	.....	.....	.....	296 10	.....	1699 83	67 50
Fond du Lac.....	8617 63	5234 29	60 33	14139 21	13318 26	280 82	593 91	1027 33	18259 39	152 71	5525 16	4713 18
Grant.....	7710 79	8529 20	.....	11242 71	10544 59	.....	739 42	214 69	8956 59	10 00	6086 62	1749 69
Green.....	5454 72	4041 60	154 79	9800 74	9401 46	1256 63	1031 31	461 07	5568 51	643 59	2854 49	1179 03
Iowa.....	5064 75	3893 37	10590 73	18548 65	14277 82	57 62	5114 01	6 17	6454 91	28 00	3929 79	1300 24
Jackson.....	822 23	915 22	.....	1834 11	998 22	19 13	.....	639 45	1261 89	19 13	1878 41	140 81
Jefferson.....	9121 41	8806 24	10 25	10186 21	12521 05	114 60	155 66	276 14	7689 66	212 75	7994 38	1634 33
Juneau.....	1776 15	1075 49	80 29	2966 93	2275 71	3 80	10 09	86 00	4302 07	70 00	6777 31	956 93
Keweenaw.....	.....	777 75	.....	983 54	970 00	.....	31 20	.....	573 00	5 00	1808 20	140 50

Kenosha.....	3708 75	17085 52	.....	21684 88	13840 80	270 81	8092 91	1748 68	6344 69	50 72	3248 52	1505 43
La Crosse.....	1129 78	1012 48	.....	2686 67	2427 30	84 57	786 11	517 92	315 15	.....	1715 91	7 00
La Fayette.....	4751 61	2365 88	\$138 68	7712 94	7315 86	131 35	300 91	992 93	8498 49	25 00	3108 52	1126 05
Manitowoc.....	4815 25	262 78	281 80	5339 83	4772 82	98 37	22 00	451 14	6374 27	83 00	3244 15	663 72
Marathon.....	318 20	248 30	.....	668 50	548 00	.....	.....	.....	98 49	.....	260 39	.....
Marquette.....	1964 31	891 11	.....	2853 42	5938 62	81 09	1197 97	138 49	2778 94	34 38	886 00	311 97
Milwaukee.....	13453 51	16383 45	85	29637 81	31033 31	186 86	6780 45	9401 53	2315 71	81 93	1829 10	1278 24
Monroe.....	1346 75	1626 86	82 51	3056 24	2802 47	.....	8 00	271 79	2913 36	5 00	8509 35	404 90
Oconto.....	278 75	280 00	.....	1138 50	508 25	30 00	221 50	165 45	908 35	84 60	280 00	178 50
Ottawa.....	1782 75	1687 39	.....	3547 08	7308 80	81 84	362 48	313 26	3640 24	25 00	2749 57	879 43
Ozaukee.....	4691 89	3604 73	.....	8293 80	8107 17	398 62	254 12	653 09	1124 69	65 00	6046 48	267 51
Pepin.....	700 21	143 20	80 00	813 91	1028 30	.....	480 00	18 70	.....	.....	3 00	.....
Pierce.....	732 09	839 06	.....	3275 68	1296 41	.....	1666 92	109 18	1069 75	.....	3066 09	287 44
Polk.....	279 88	222 30	.....	502 28	430 13	.....	72 15	.....	260 00	.....	1426 00	25 00
Portage.....	1922 53	992 52	.....	2925 54	2079 41	57 83	82 00	180 55	1868 90	20 00	3376 78	847 97
Racine.....	6493 27	18093 65	.....	24657 71	15896 65	844 41	4863 19	4430 63	2980 85	52 50	2145 64	2229 46
Richland.....	2207 92	1223 08	.....	2855 74	2998 37	59 31	69	215 06	2939 61	14 98	5748 27	901 93
Rock.....	10380 76	14601 78	.....	24862 47	20896 89	205 40	2770 76	613 50	15823 71	49 86	13724 03	6853 58
St. Croix.....	615 96	327 34	2192 50	3592 42	2264 70	.....	773 70	199 02	1854 82	.....	2390 73	865 45
Seab.....	5011 83	4294 99	261 46	10035 05	7465 80	171 39	869 27	1172 88	597 11	131 51	4921 47	2078 60
Shawano.....	75 90	.....	.....	.....	258 00	.....	100 00	.....	.....	.....	20 00	60 03
Sheboygan.....	6456 02	5572 32	.....	11723 45	10944 91	109 32	767 14	1166 30	5087 53	18 85	3650 16	989 01
Trempealeau.....	842 75	228 70	.....	689 95	645 19	12 00	.....	137 16	1071 00	.....	557 26	287 49
Walworth.....	7033 55	5585 41	100 00	13415 06	13815 79	41 75	1053 40	1004 88	12968 94	94 94	4124 68	4099 21
Washington.....	6962 61	4369 37	.....	11231 98	10687 69	126 06	.....	217 53	8461 47	23 00	2981 81	1050 03
Waukesha.....	7096 46	3472 06	.....	10515 08	10318 35	102 10	89 38	187 83	19029 99	163 54	3688 30	1614 26
Waupaca.....	2183 28	2364 15	.....	4041 42	3173 59	15 00	85 05	162 74	4032 17	15 00	8376 48	1187 48
Wauwaha.....	2170 90	2077 98	.....	4949 11	4663 13	19 00	8 83	444 68	2349 20	19 00	2632 27	587 53
Winnebago.....	5472 92	7040 60	.....	13344 48	9673 85	55 28	100 00	115 86	7608 51	26 86	7331 34	1836 50
Wood.....	219 50	98 41	.....	267 91	318 25	.....	21 50	35 41	497 25	.....	141 00	59 00
Green Lake.....	3229 15	1788 46	4 40	4890 51	4151 53	161 63	29 00	256 23	6611 75	212 48	435 85	1081 16
184685 12	172746 21	24404 84	.....	370465 22	334553 96	5960 37	49023 37	24989 88	191037 06	2886 40	172664 39	65690 22

TABLE No. VII. —continued.

Names of Counties and Towns.	No. Brick School Houses.	No. Stone School Houses.	No. Frame School Houses.	No. Log School Houses.	Total valuation of School Houses.	Highest valuation of any School House.	Lowest valuation of any School House.	No. School House Sites containing less than 1 acre.	No. School House Sites uninclosed.	No. Schools without a Blackboard.	No. Schools without Out-line Maps.	No. District Libraries.	No. Joint Libraries.	No. Volumes in all the Libraries.	No. Volumes loaned during the year.	Amount Library fines collected.	Amount Library fines expended.	Am't Library fines remaining unexpended.	N. select & priv. Schools other than inc. academies.	Av. No. pupils attending such schools during the year.	No. Inc. Academies.	Av. No. pupils attending such academies during year.	
CRAWFORD.—cont.																							
Seneca	4	4	211		1640 00	350	30	6	10	4	10												
Scott					950 00	295	10	11	10	8	18												
	2	15	38		8724 25	600	10	46	64	48	63			13	5					3	75		
COLUMBIA.—																							
Arlington.....			3		1670	500	40	3	3	...	3		2	82	92			6 76					
Caledonia.....		1	4		555	494	20	4	6	3	5			195	100								
Courtland.....			5	1	1539	800	200	6	6	2	4		2	93	6					1	20		
Columbus.....			6	2	1855	350		8	8	1	9		4	49	82					2	101		
Dekorra.....			5	3	1670	500	25	6	7	1	7		5	248	473								
Fountain Prairie ..			7		1685	400	150	6	7	1	7		2	75	5								
Ft. Winnebago			6	1	1150 52	500	80	4	5	1	7		7	3									
Hampden	1		4	1	1333	438	25	2	6	1	5		1	8	3								
Leeds			1	4	1200 54	400	50	6	6	2	6												
Lowville			7		1011	386	25	6	7	3	7		8	92	183					1	25		
Lodi			1	8	1771 40	400	36	5	9	4	9												
Lewiston			4	5	1400	300	65	6	6	3	8			54	24					1	80		
Marcellon			1	4	1585	400	20	6	4	...	7		5	57						1	64		

Newport	1	2	3	2300	1100	160	6	6	2	6	1	28	37	7	1	25
Otago	2	3	2	695	300	25	6	6	3	6	1	34	20	7	1	25
Pacific	3	4	1	500	500	60	6	4	3	6	1	20	20		4	120
Portage	4	5	1	1500	600	800	4	3	4	2	1	79				
Randolph	5	6	1	1850	400	80	6	4	4	9	2	263				
Scott	6	7	1	975	325	7	7	4	4	7	2	61	22			
Springvale	7	8	2	1035	600	25	6	5	2	6	4	140	33			
West Point	8	9	3	1000	400	20	6	6	1	8		265				
Wyocena	9	10	4	2935	1500	10	8	3	3	8	6			0,05	0,05	
	10	11	5	30797	1500	25	122	125	35	145	49	14	1795	1062	7	
	11	12	6													
	12	13	7													
	13	14	8													
	14	15	9													
	15	16	10													
	16	17	11													
	17	18	12													
	18	19	13													
	19	20	14													
	20	21	15													
	21	22	16													
	22	23	17													
	23	24	18													
	24	25	19													
	25	26	20													
	26	27	21													
	27	28	22													
	28	29	23													
	29	30	24													
	30	31	25													
	31	32	26													
	32	33	27													
	33	34	28													
	34	35	29													
	35	36	30													
	36	37	31													
	37	38	32													
	38	39	33													
	39	40	34													
	40	41	35													
	41	42	36													
	42	43	37													
	43	44	38													
	44	45	39													
	45	46	40													
	46	47	41													
	47	48	42													
	48	49	43													
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	61	62	56													
	62	63	57													
	63	64	58													
	64	65	59													
	65	66	60													
	66	67	61													
	67	68	62													
	68	69	63													
	69	70	64													
	70	71	65													
	71	72	66													
	72	73	67													
	73	74	68													
	74	75	69													
	75	76	70													
	76	77	71													
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	135	136	130													
	136	137	131													
	137	138	132													
	138	139	133													
	139	140	134													
	140	141	135													
	141	142	136													
	142	143	137													
	143	144	138													
	144	145	139													
	145	146	140													
	146	147	141													
	147	148	142													
	148	149	14													

TABLE No. VII.—*continued.*

Names of Counties and Towns.	No. Brick School Houses.	No. Framed School Houses.	No. Log School Houses.	Total valuation of School Houses.	Highest valuation of any School House.	Lowest valuation of any School House.	No. School House Sites contain'g less than 1 acre.	No. School House Sites unenclosed.	No. of Schools without a Blackboard.	No. of Schools without Outline Maps.	No. District Libraries.	No. Joint Libraries.	No. Volumes in all the Libraries.	No. Volumes loaned during the year.	Amount Library fines collected.	Amount Library fines expended.	Amount Library fines remaining unexpended.	No. Select & priv. Schools other than inc. academies.	Av. No. Pupils attending the year.	No. Inc. Academies.	Av. No. Pupils attending such Academies during year.
DANE—cont.																					
Primrose.....	1	2	1	\$902 00	\$408	\$40	2	4	4	8	2	2	14	14	.....	.....	.....	.....	.....	.....	.....
Pleasant Springs ..	..	3	2	1095 00	600	50	7	7	..	4	4	1	100	100	.....	.....	.....	.....	.....	.....	.....
Roxbury	..	2	4	1050 00	500	50	6	5	..	6	2	..	89	118	.....	.....	.....	.....	.....	.....	.....
Rutland	..	1	5	2155 00	550	50	5	8	..	8	..	..	..	..	.....	.....	.....	.....	.....	.....	.....
Ray	..	..	1	850 00	350	100	8	8	1	8	1	..	25	18	.....	.....	.....	.....	1	45	.....
Springdale	..	3	3	550 00	385	25	4	5	..	5	8	..	88	21	.....	.....	.....	.....	..	..	.....
Springfield	1	3	5	1780 00	400	25	11	11	4	6	3	..	89	50	.....	.....	.....	.....	..	..	.....
Sun Prairie.....	..	2	8	2500 00	1000	300	6	4	2	8	3	..	111	4	.....	.....	.....	.....	1	48	.....
Vermont.....	1	1	1	402 00	197	75	..	..	2	3	..	..	..	..	.....	.....	.....	.....	..	..	.....
Vienna	..	3	2	975 00	300	100	4	4	..	5	1	..	25	20	.....	.....	.....	.....	..	..	.....
Verona	..	4	2	1600 00	600	50	8	6	..	4	5	..	16	..	.....	.....	.....	.....	..	..	.....
Westport	..	..	..	250	100	4	4	4	..	4	..	..	..	..	.....	.....	.....	.....	..	..	.....
Windsor	1	4	1	1525 00	400	200	4	5	1	5	8	..	275	356	.....	.....	.....	.....	..	..	.....
York	1	4	4	2059 00	600	14	10	10	8	11	2	2	113	..	.....	.....	.....	.....	..	..	.....
Berry	..	2	2	600 00	299	56	..	4	2	4	..	..	..	..	.....	.....	.....	.....	..	..	.....
	12 19	..	79	62,716 50	6000	14	174	198	54	196	76	20	2543	1697	50	50	.....	.....	11	388	.....

DOOR—													
Otumba													
Gibraltar													
New town—no report.													
8													
15													
\$15													
1													
1													
8													
4													
9													
6													
all													
7													
8													
10-100													
15000													
325													
400													
10													
60													
800													
289													
8149													
11560													
350													
1570													
2450													
1950													
5249 93													
600													
2220													
1986													
720													
1053													
2625													
6500													
1058													
66,325 98													
10,000													
184													
171													
80													
21 4325 4687													
9													
265													

DODGE—

Ashippun

Beaver Dam

Do. city

Burnett

Calamus

Chester

Clyman

Elba

Emmet

Herman

Fox Lake

Hubbard

Hustisford

Le Roy

Lomira

Lowell

Oak Grove

Lebanon

Portland

Rubicon

Shields

Theresa

Trenton

Williamstown

Westford

TABLE No. VII.—continued.

[illegible]

[illegible]

TABLE No. VII.—continued.

Names of Counties and Towns.	No. Brick School Houses.		No. Stone School Houses.		No. Framed School Houses.		No. Log School Houses.		Total valuation of School Houses.		Highest valuation of any School House.		Lowest valuation of any School House.		No. School House Sites containing less than 1 acre.		No. School House Sites unenclosed.		No. of Schools without a Blackboard.		No. of Schools without Outline Maps.		No. District Libraries.		No. Joint Libraries.		No. Volumes in all the Libraries.		No. Volumes loaned du- ring the year.		Amount Library fines col- lected.		Amount Library fines ex- pended.		Amount Library fines re- maining unexpended.		No. select & priv. Schools other than inc. academies.		Av. No. Pupils attending such Schools during the year.		No. inc. Academies.		Av. No. Pupils attending such Academies during year.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																					
GRANT—cont.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																
Jamestown.....	2	1	8	4	1000	400	100	4	4	7	8	3	6	3	4	4	4	4	4	3	9	6	4	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																														
Lancaster.....	1	1	3	4	4825	2800	..	4	7	8	3	6	3	6	4	4	4	4	4	3	9	6	4	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..

GREEN—																
Albany.....	6	1	4	1	1050	350	50	5	5	2	1	103	8	.....	1	20
Adams.....	1	4	4	1	1960	800	10	9	9	9	6	1	187	188	.....	6
Brooklyn.....	1	4	4	1	1650	400	50	7	7	7	2	23	23	.....	.....	1
Exeter.....	1	3	8	1	1030	850	5	6	7	1	9	1	24	.....	.....	1
Decatur.....	3	2	4	1	8200	500	200	8	8	8	7	3	19	.....	.....	19
Jefferson.....	2	5	3	2	3332 04	125	4-100	3	7	2	7	3	81	.....	.....	19
Jordan.....	2	4	1	1	1324	400	50	7	.....	.....	7	5	1	158	29	.....
Mt. Pleasant.....	1	1	4	4	4830	3000	50	6	6	1	8	4	1	64	.....	1 425
Monroe.....	1	1	4	2	250	150	100	2	2	2	2	2	185	120	.....	1 20
New Glarus.....	1	5	1	1	1800	400	100	8	8	.....	7	.....	.....	.....	.....	30
Sylvester.....	2	5	2	2	2160	400	20	8	9	1	8	.....	.....	.....	.....	.....
Spring Grove.....	1	2	3	3	995	300	25	7	7	1	7	3	83	106	.....	.....
Washington.....	..	5	5	2	200	80	20	5	5	2	6	.....	.....	.....	.....	.....
York.....	..	6	2	2	1200	800	50	.....	.....	.....	.....	.....	.....	.....	.....	.....
Cadiz.....	11	14	50	96	24361 04	8000	4-100	90	93	19	96	42	4	962	501	.....
																
																
																
																
																
																
																
																
																
																
																
																
																
																
																
																
																
																
																
																
																
																
																
																
																
																
																
																
																
																
																
																
																
																
																
																
																
														</		

TABLE NO. VII.--continued.

[illegible]

MARATHON—

Wausau.....	1	850	850	1	1	2	3	4	5	6	7	8	9	10	11	12
Medinee.....	1	50	50	1	1	1	1	1	1	1	1	1	1	1	1	1
Jenny.....	No report.															
Eau Claire.....	No report.															
Texas.....																

MANITOWOC—

Buchanan.....	5	\$450	\$250	50	5	5	3	5	5	5	5	5	5	5	5	5
Cato.....	1	975	150	50	10	9	8	10	10	10	10	10	10	10	10	10
Centerville.....	5	345	200	50	3	5	2	5	5	5	5	5	5	5	5	5
Eaton.....	4	289	149	50	3	4	4	4	4	4	4	4	4	4	4	4
Franklin.....	6	450	150	75	6	2	2	6	6	6	6	6	6	6	6	6
Kosuth.....	1	685	270	40	1	5	...	...	...	...	...	...	...	...	...	...
Manitowoc.....	3	3200	2000	400	3	2	2	...	...	...	...	...	...	...	...	...
do Rapids.....	2	4	400	75	5	3	2	2	2	2	2	2	2	2	2	2
Maple Grove.....	2	270	150	120	1	2	...	...	...	...	...	...	...	...	...	...
Meeme.....	5	435	150	20	5	5	3	5	5	5	5	5	5	5	5	5
Mishicot.....	3	1177	250	25	8	9	3	10	1	1	1	1	1	1	1	1
Newton.....	2	890	300	50	5	5	2	5	5	5	5	5	5	5	5	5
Rockland.....	5	520	150	50	5	5	3	5	5	5	5	5	5	5	5	5
Schleswig.....	1	400	200	60	2	4	2	4	2	4	2	4	2	4	2	4
Two Rivers.....	3	1759	750	60	5	7	2	6	1	1	1	1	1	1	1	1
Cooperstown.....	4	299	149	50	3	4	4	4	4	4	4	4	4	4	4	4
	2	12999	2000	20	70	80	40	79	10	1	6	70	1490	...	2	60

MARQUETTE—

Buffalo.....	6	\$1250	\$300	\$20	8	8	4	8	2	1	49	39	...	...	...	...
Crystal Lake.....	1	604	254	100	8	8	2	8	...	...	...	...	...	...	...	...
Harris.....	3	600	800	50	3	8	2	3	1	...	7	7	...	...	...	...
Moundville.....	4	1518	500	8	9	8	8	9	7	...	239	337	...	...	1	25
Montello.....	3	760	500	40	5	5	...	...	5	8	1	...	...	...	...	...

TABLE No. VII.—continued.

Names of Counties and Towns.	No. Brick School Houses.	No. Stone School Houses.	No. Framed School Houses.	No. Log School Houses.	Total valuation of School Houses.	Highest valuation of any School House.	Lowest valuation of any School House.	No. School House Sites containing less than 1 acre.	No. School House Sites unenclosed.	No. of Schools without a Blackboard.	No. of Schools without Outline Maps.	No. District Libraries.	No. Joint Libraries.	No. Volumes in all the Libraries.	No. Volumes loaned during the year.	Amount Library fines collected.	Amount Library fines expended.	Amount Library fines remaining unexpended.	No. select & priv. Schools other than inc. academies.	A. V. No. Pupils attending the year.	No. inc. Academies.	A. V. No. Pupils attending during year.	
OUTAGAMIE—																							
Appleton City	1	1	1	1	\$5355	\$5000	\$5	4	3	2	3	3	2	2	2	2	2	2	2	2	1	200	
Bovina	..	..	..	..	840	400	40	2	..	2	4	..	..	..	..	..	..	..	..	..	..	..	
Buchanan	..	..	..	..	250	200	50	2	3	2	2	2	2	2	2	2	2	2	2	2	..	..	
Center	..	..	..	..	200	100	25	4	4	3	4	4	4	4	4	4	4	4	4	4	..	..	
Ellington	..	..	..	..	1068	24	308	40	6	7	8	1	1	48	..	..	..	..	..	..	..	..	
Embarras	..	..	..	..	200	200	..	..	..	..	1	..	..	..	..	..	..	..	..	..	..	..	
Freedom	..	..	..	..	300	100	100	3	..	..	4	..	..	..	..	..	..	..	..	..	..	..	
Grand Chute	..	..	..	..	475	800	50	4	4	2	4	1	1	40	..	..	..	..	..	..	..	..	
Greenville	..	..	..	..	1305	400	38	8	8	6	8	2	2	10	66	..	..	..	..	..	..	..	
Hortonville	..	..	..	..	430	200	85	4	4	2	4	..	..	..	..	..	..	..	..	..	..	..	
Kaukauna	..	..	..	..	850	300	150	4	4	1	5	2	1	76	28	..	..	..	..	..	..	..	
Liberty	..	..	..	..	400	400	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
Medina	..	..	..	..	696	307	10	5	5	4	5	..	..	..	..	..	..	..	..	..	..	..	
	1	21	23	2	12419	59	5	47	42	30	52	8	1	176	94	..	..	..	..	2	3	1	200
OZA UKEE—																							
Mequon	..	..	..	..	\$2055	\$500	\$10	10	13	..	4	13	..	957	770	10	..	..	..	..	..	..	
Cedarburg	1	8	6	1	4720	8000	25	6	7	3	6	4	3	137	43	..	..	..	..	1	80	..	

Grafton	8	1	1650		1000	100	5	5	1	5	6	6	..	..	..	1	32
Saukville	1	3	630		200	60	9	8	6	7	7	7	..	..	..	..	..
Pt. Washington ..	1	1	8475		8000	25	6	7	8	10	10	10	..	..	..	1	30
Fredonia	1	10	800		200	25	10	10	2	4	7	1	..	..	..	1	100
Belgium	..	8	570		180	30	6	5	2	4	8	..	..	..	..	..	..
PEPIN—	8	12	14,100		3000	10	61	55	19	42	40	6	1459	1193	5	10	6
L'epin	2	2	.....		700	....	4	4	1	3	..	..	..	..	..	..	..
Bear Creek	..	2	330		180	....	2	....	2	2	..	..	..	..	..	1	93
Albany	..	1	50		50	50	1	1	1	1	..	..	..	..	..	..	..
Frankfort	..	..	..		..	..	..	..	..	..	..	..	..	..	..	..	..
Waubek	..	2	700		400	300	2	2	3	3	..	..	..	..	..	..	..
Lima	1	..	300		... ..	..	..	..	..	..	..	..	..	..	..	..	..
POLK—	..	3	1380		700	50	9	7	7	9	..	..	..	..	..	1	98
Le Roy	1	..	700		700	....	....	1	2	4	..	..	..	..	..	..	..
St. Croix	..	..	..		..	..	..	..	..	1	..	..	..	..	..	..	..
PIERCE—	..	1	700		700	....	....	1	2	5	..	..	..	..	..	..	..
Diamond Bluff ..	1	..	600		600	600	2	2	2	2	..	..	..	..	..	..	..
Oak Grove	1	..	400		400	400	1	1	1	..	..	..	..	..	..	..	..
Clifton	2	..	366	50	225	131½	1	2	2	2	..	..	..	..	..	..	..
Mertell	..	..	..		..	..	..	..	..	..	..	..	..	..	..	..	..
Trim Belle	2	2	300		150	50	..	4	8	4	..	..	..	..	..	..	..
River Falls	4	..	1150		300	250	3	4	2	4	..	..	..	..	..	..	..
Pleasant Valley ..	1	..	450		450	450	1	1	2	2	..	..	..	..	..	..	..
Isabelle	1	..	50		50	50	1	1	1	..	..	..	..	..	..	..	..
Prescott City ..	1	..	1500		1500	1500	1	1	1	..	..	..	..	..	..	3	48
Perry	2	..	160		75	75	2	2	2	2	..	..	..	..	..	..	..

[illegible]

[illegible]

Juneau	24	38	10890	04	2000	4-100	58	62	40	67	5	1	144	.....	.....	.....	.....	1	15	.....	
Keweenaw	6	7	2141	..	900	25-100	8	11	4	5	.....	.....	.....	.....	.....	.....	.....	.....	47	.....	
Kenoisha	2	1	35119	..	10000	10	65	49	8	57	39	5	1522	1423	.....	.....	.....	2	30	.....	
La Crosse	1	20	17512	35	10000	5	17	.....	13	25	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
La Fayette	4	25	17246	60	1000	10	64	84	35	86	16	1	1084	501	.....	.....	.....	7	127	1 417	
Manitowoc	14	70	12999	..	2000	20	70	80	40	79	10	1	670	1490	.....	.....	.....	2	60	.....	
Marathon	2	.....	900	..	850	.....	2	2	8	4	.....	.....	.....	.....	.....	.....	.....	2	12	.....	
Marquette	1	28	8385	54	500	8	63	67	21	60	20	6	522	467	.....	.....	.....	3	43	.....	
Milwaukee	11	46	16007	..	28000	20	64	63	9	46	38	8	1665	818	1	1	.....	6	90	.....	
Monroe	26	19	6818	66	500	15	44	51	27	46	1	.....	21	.....	.....	.....	.....	5	92	.....	
Oconto	7	.....	1644	40	704	100	8	8	5	12	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
Ozaukee	1	21	12419	59	5000	5	47	42	30	52	8	1	176	94	.....	.....	.....	2	3	1 200	
Ozaukee	8	12	14100	..	8000	10	51	65	19	42	40	5	1459	1193	5	10	.....	5	192	.....	
Pepin	3	7	1380	..	700	50	9	7	7	9	.....	.....	.....	.....	.....	.....	.....	1	93	.....	
Pierce	14	4	5252	..	1500	50	13	19	14	19	.....	.....	.....	.....	.....	.....	.....	8	48	.....	
Polk	1	.....	700	..	700	.....	.....	1	2	5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
Portage	28	18	16324	19	4000	20	32	49	30	42	8	2	332	1328	.....	.....	.....	4	91	.....	
Racine	6	3	51520	..	13000	5	78	50	7	62	58	24	2631	1496	1	50	.....	4	420	.....	
Richland	4	42	14277	63	3000	10	75	83	53	87	5	.....	115	.....	.....	.....	.....	6	118	.....	
Rock	23	30	108028	50	25000	10	159	142	19	142	84	20	2938	2220	65	.....	13 02	14	168	.....	
St. Croix	19	8	6826	..	1500	40-100	13	19	13	17	8	.....	.....	.....	.....	.....	.....	1	25	.....	
Sauk	59	67	29691	50	3000	5	122	122	72	128	31	4	1345	1689	1	01	09	9	105	1	
Shawano	2	.....	700	..	.....	.....	2	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
Sheboygan	1	80	29710	..	8000	10	98	102	17	97	53	3	1334	677	15	.....	15	11	725	.....	
Trempealeau	8	4	1691	..	400	25	10	13	6	15	1	.....	15	.....	.....	.....	.....	1	4	.....	
Walworth	14	6	45681	..	2500	3	129	115	5	131	59	23	1949	1660	.....	.....	26 40	11	275	.....	
Washington	8	26	14487	..	1500	1	107	103	30	101	52	19	1509	554	60	3	07	15	6	130	
Waukesha	5	8	44625	..	8000	25	112	101	7	86	62	12	1644	3608	4	04	.....	7	127	.....	
Waupaca	2	40	11 05	91	1275	10	56	62	26	65	.....	.....	.....	.....	.....	.....	.....	5	105	.....	
Waubesa	65	31	14157	..	2000	10	82	90	42	99	2	1	23	23	.....	.....	.....	1	.....	.....	
Winnebago	4	68	37064	..	7000	5	89	79	14	67	12	1	510	850	.....	.....	20 04	12	1200	.....	
Wood	3	2	1400	..	700	50	5	5	5	7	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
Green Lake	51	14	20400	..	2500	10	60	64	6	58	47	17	1654	1926	13	03	10	8	151	.....	
	106	187	1971	1216	1127191	69	28000	01-100	3099	1072	2346	1125	250	38780	34104	12 53	13 33	218	7584	4 602	

TABLE VIII.—SHOWING THE NUMBER OF TOWNS IN EACH COUNTY, USING THE DIFFERENT TEXT BOOKS.

COUNTRIES.	SPELLER.					READER.				GEOGRAPHY.													
	Sanders.	McGuify.	Webster.	Town.	Swan.	Emerson.	National.	Sanders.	McGuify.	Town.	National.	Sargeant.	Mitchell.	Smith.	Cornell.	Olney.	Monteith & Mc-Nally.	Goodrich.	Morse.	Parley.	Fitch & Cotton.	Warren.	Woodbridge.
Adams	9	7	.....	.....	.....	.....	.....	13	6	.....	.....	.....	7	7	2	1	.....	1	1	.....	.....	.....	.....
Bad Ax	17	17	17	17	.....	.....	.....	17	17	17	.....	.....	17	17	17	.....	.....	.....	.....	.....	.....	.....	.....
Brown	1	14	.....	.....	.....	.....	.....	1	14	.....	.....	.....	9	6	2	.....	.....	.....	.....	.....	.....	.....	.....
Buffalo	7	.....	.....	.....	.....	.....	.....	7	.....	.....	.....	.....	7	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Calumet	4	6	.....	.....	.....	.....	.....	4	6	.....	.....	.....	1	4	2	.....	1	.....	.....	.....	.....	.....	.....
Chippewa	3	.....	1	1	.....	.....	.....	1	2	2	.....	.....	2	1	.....	.....	.....	.....	.....	.....	.....	.....	.....
Clark	2	2	1	.....	.....	.....	.....	.....	3	.....	.....	.....	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Columbia	20	2	.....	.....	.....	.....	.....	20	2	.....	.....	.....	6	4	11	1	.....	.....	.....	.....	.....	.....	.....
Crawford	6	4	1	1	.....	.....	.....	6	6	1	.....	.....	8	8	.....	2	.....	.....	.....	.....	.....	.....	.....
Dane	31	8	2	.....	.....	.....	.....	29	6	.....	.....	1	18	8	7	.....	5	.....	.....	.....	.....	.....	.....
Dodge	20	4	1	.....	.....	.....	.....	23	25	.....	.....	.....	2	1	18	1	16	.....	.....	.....	.....	.....	.....
Door .....	.....	2	.....	.....	.....	.....	.....	2	.....	.....	.....	.....	1	.....	1	.....	.....	.....	.....	.....	.....	.....	.....
Douglas .....	.....	.....	1	.....	.....	.....	.....	.....	1	.....	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Dunn	4	4	4	.....	.....	.....	.....	4	4	4	.....	.....	4	4	.....	.....	.....	.....	.....	.....	.....	.....	.....
Eau Claire	4	.....	.....	.....	.....	.....	.....	4	.....	.....	.....	.....	1	1	1	.....	1	1	.....	.....	.....	.....	.....
Fond du Lac	23	.....	.....	.....	.....	.....	.....	23	4	.....	.....	.....	2	2	21	.....	1	.....	.....	.....	.....	.....	.....
Grant	7	.....	6	13	.....	.....	.....	8	10	6	.....	.....	2	17	.....	.....	.....	.....	.....	.....	.....	.....	.....
Green	14	1	.....	.....	.....	.....	.....	13	2	.....	.....	.....	2	4	11	2	.....	.....	.....	.....	.....	.....	.....
Iowa	2	8	9	4	.....	.....	.....	3	11	6	.....	.....	3	4	.....	2	6	.....	.....	.....	.....	.....	.....
Jackson	2	6	1	1	.....	.....	.....	3	5	.....	.....	.....	9	6	.....	.....	.....	.....	.....	.....	.....	.....	.....
Jefferson	16	.....	.....	.....	.....	.....	.....	16	.....	.....	.....	.....	1	10	.....	.....	3	.....	.....	.....	.....	.....	.....

[illegible]

TABLE NO VIII.—SHOWING THE NUMBER OF TOWNS IN EACH COUNTY USING THE DIFFERENT TEXT BOOKS.—*cont.*

COUNTIES.	ARITHMETIC.										GRAMMAR.																
	Adams.	Ray.	Davies.	Thompson.	Colburn.	Stoddard.	Greenleaf.	Smith.	Everson.	Daboll.	Brown.	Green.	Clark.	Pinneo.	Kirkham.	Wells.	Weld.	Bullions.	Kenyon.	Ricord.	Webster.	Smith.	Greenleaf.	Spencer.	Coaell.	Welch.	Murray.
Adams.....	9	7	1	2	1	.....	.....	.....	.....	.....	5	1	.....	1	1	5	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Bad Ax.....	17	17	17	17	1	.....	.....	.....	.....	.....	17	.....	.....	.....	17	17	.....	.....	.....	.....	.....	17	.....	.....	.....	.....	.....
Brown.....	.....	14	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	6	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Buffalo.....	.....	.....	.....	7	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Calumet.....	4	2	1	1	.....	.....	.....	1	.....	.....	5	7	2	.....	1	.....	.....	.....	.....	.....	.....	1	.....	.....	.....	.....	.....
Chippewa.....	2	1	.....	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Clark.....	.....	2	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Columbia.....	9	1	.....	12	.....	.....	.....	.....	.....	.....	11	.....	1	4	.....	2	.....	.....	.....	.....	.....	2	.....	.....	.....	.....	.....
Crawford.....	1	8	4	2	1	1	.....	2	.....	.....	.....	.....	.....	1	4	2	.....	.....	.....	.....	.....	4	.....	.....	.....	.....	.....
Dane.....	7	13	4	10	.....	.....	.....	.....	.....	.....	16	.....	6	1	.....	4	.....	1	2	.....	.....	.....	.....	.....	.....	.....	.....
Dodge.....	4	10	4	12	.....	.....	.....	.....	.....	.....	12	2	10	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Door.....	.....	1	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Douglas.....	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Dunn.....	.....	4	4	4	4	.....	.....	.....	.....	.....	4	.....	.....	.....	4	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Eau Claire.....	8	.....	1	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	.....	1	.....	.....	.....	1	.....	.....	.....	.....	.....
Fond du Lac.....	8	.....	.....	22	.....	.....	.....	.....	.....	.....	4	8	.....	.....	1	6	4	.....	.....	2	.....	4	.....	.....	.....	.....	.....
Grant.....	7	8	1	2	.....	.....	.....	12	.....	.....	.....	.....	2	.....	.....	8	1	.....	.....	.....	1	13	.....	.....	.....	.....	.....
Green.....	8	.....	.....	11	.....	.....	.....	1	.....	.....	6	.....	6	.....	.....	.....	.....	.....	.....	.....	8	.....	.....	.....	.....	.....	.....
Iowa.....	6	6	3	8	.....	.....	1	4	.....	.....	3	1	2	6	2	4	.....	1	.....	.....	8	.....	.....	.....	.....	.....	.....
Jackson.....	6	8	1	1	1	2	.....	8	.....	.....	3	.....	5	6	2	2	4	.....	.....	.....	.....	2	.....	.....	.....	.....	.....
Jefferson.....	6	.....	.....	9	.....	.....	.....	.....	.....	.....	6	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

Juneau	8	9	6	1	2	1	6	2	8	17	7	113	2	1	2				
Keweenaw	1	8	8	1	1	1	1	1	1	1	1	1	1	1	1				
Kenosha	1	8	6	1	1	1	1	1	1	1	1	1	1	1	1				
La Crosse	2	8	1	1	4	1	6	1	2	1	12	1	1	1	1				
La Fayette	9	6	4	1	2	1	1	1	2	1	6	1	1	1	1				
Manitowoc	3	8	5	1	2	1	1	1	2	1	6	1	1	1	1				
Marathon	1	1	2	1	1	1	1	1	2	1	6	1	1	1	1				
Marquette	4	6	3	6	1	1	5	1	3	1	2	1	1	1	1				
Milwaukee	2	6	2	1	2	1	6	1	2	1	2	1	1	1	1				
Monroe	14	3	1	1	1	1	6	1	1	1	5	1	1	1	1				
Oconto	2	2	1	1	2	1	1	1	1	1	1	1	1	1	1				
Outagamie	2	5	4	1	2	1	1	3	4	1	3	1	1	1	1				
Ozaukee	4	6	1	1	1	1	2	4	1	1	1	1	1	1	1				
Pepin	1	2	2	1	1	1	1	1	1	1	1	1	1	1	1				
Pierce	4	2	2	3	2	1	1	1	4	1	1	1	1	1	1				
Polk	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1				
Portage	6	2	2	1	2	1	4	2	1	2	1	1	1	1	1				
Racine	2	2	4	5	2	1	1	6	1	1	1	1	1	1	1				
Richland	2	9	2	1	2	1	5	1	1	2	1	1	1	1	1				
Rock	18	12	1	1	1	1	4	2	2	16	2	1	1	1	1				
St. Croix	5	8	1	3	2	1	10	1	1	1	2	1	1	1	1				
Sauk	2	14	1	1	8	1	6	12	13	1	1	1	1	1	1				
Shawano	1	14	2	1	1	1	3	11	1	1	1	1	1	1	1				
Sheboygan	1	14	2	1	1	1	3	11	1	1	1	1	1	1	1				
Trempeleau	2	2	1	16	1	1	1	1	1	1	1	1	1	1	1				
Walworth	2	1	16	1	1	1	6	4	4	1	1	1	1	1	1				
Washington	4	6	11	1	1	1	3	8	2	1	3	1	1	1	1				
Waukesha	3	3	1	12	1	1	12	2	3	3	3	1	1	1	1				
Waupaca	1	3	11	1	1	1	4	1	2	6	1	7	1	1	1				
Waushara	2	12	1	1	1	1	1	3	9	8	1	2	1	1	1				
Winnebago	1	11	8	2	1	1	7	9	1	1	1	1	1	1	1				
Wood	1	1	1	1	1	1	3	6	2	1	1	1	1	1	1				
Green Lake	159	238	124	224	21	6	53	1	1	193.86	116.82	39	107.14	17	4	8	7	113	2

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ELEVENTH
ANNUAL REPORT
ON THE
CONDITION AND IMPROVEMENT
OF THE
COMMON SCHOOLS
AND
EDUCATIONAL INTERESTS
OF THE
STATE OF WISCONSIN,
FOR THE YEAR 1859.

By LYMAN C. DRAPER,
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION.

MADISON, WIS.:
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1859.

OFFICE OF SUP'T OF PUBLIC INSTRUCTION,

MADISON, Dec. 10th, 1859.

TO HIS EXCELLENCY, A. W. RANDALL,

Governor of the State of Wisconsin:

SIR:—I herewith transmit, through you, to the Legislature,
the Annual Report of this Department.

I have the honor to be, with much respect,

Your obedient servant,

LYMAN C. DRAPER.

ELEVENTH ANNUAL REPORT.

To the Legislature :

In accordance with the provisions of law, I have the honor to submit to your body the ELEVENTH ANNUAL REPORT of this Department.

ABSTRACT OF SCHOOL REPORTS.

A full abstract of all the reports received from the Clerks of the County Boards of Supervisors, will be found appended to this Report. Probably for the first time in the history of the State have the returns been received from every County in time for the use of the State Superintendent in making up his Annual Report. Burnett County is not taken into the account, which has never yet been organized, and of course no report from it need be expected.

Number of Children.—The whole number of children of school age, between the years of four and twenty years, is 278,871—showing an increase over last year of 14,519. Last year's increase over the preceding year was 22,807; and the year before over its predecessor was 27,656. The great diminution of increase for the past two years, and especially for the past year, must be attributable, in a great measure, to the check given to immigration to our State on account of the stringency of the times.

School Attendance.—Owing to an unfortunate omission in a portion of the blanks, the returns are not sufficiently complete

to afford any reliable data as to school attendance; but from the real poverty of the people in many of the newly settled counties, and their consequent inability to clad their children comfortably during the severities of the cold portion of the year, it may be presumed that the attendance has not been quite so large as last year. I have been informed, upon what I deem credible authority, that in the County of Columbia alone, fully one thousand children were unable to attend school last winter, on account of their parents being unable to provide them with the necessary shoes and clothing. As there were nearly 97,000 children of school age last year who did not attend school, we may conclude that the number the past year has considerably exceeded one hundred thousand. It is a melancholy reflection, that in this enlightened age, with all the facilities afforded for free education, with the liberality of the General Government, and the fostering care of the State, more than one-third of all our children of school age are growing up in ignorance of even the rudiments of an education, and ignorant, moreover, of the weighty responsibilities that will soon devolve upon them as citizens of a great State, boastful of its progress and intelligence. I ventured, in my last Report, to make some suggestions on this subject, and hence need not repeat them here.

Length of Schools.—Ten years ago, the average length of time the schools in the State were taught, was a trifle less than four months. This average has slowly but steadily increased, until last year it reached an average of five months and three-fifths. This year, from the poverty of the people, no doubt, we find a slight diminution—the statistics showing but five and a half months. It should be a source of real gratification, that our people, amid the most oppressive poverty they have ever probably experienced, have so nobly and heroically sustained their schools—and they have doubtless been able to do so, by exercising, oftentimes, the most rigid self-denial. I should repeat my suggestion of last year, that the time required by law for the maintenance of public schools, in order to entitle them to share in the School Fund distribution, be increased from three to four months; but I am persuaded that the people in nearly all the sparsely settled frontier counties are yet too poor to meet this increased demand; and while it should be done at the earliest practicable day—and in due course of time, gradually still farther extended—it would not now, in my opinion, be wise to attempt it. We should all feel for the distresses of the poor, and not place too heavy burthens upon them. The statistics show that no less than six-

teen counties have the past year failed to maintain an average of four months school—and these, as might be expected, are all frontier counties, unless Columbia and Sauk should be regarded as exceptions.

Number of Districts.—The number of school districts in the State which have reported, is 3,538, together with 118 unreported, and 1,611 parts of districts. Last year the number of districts reported were 3,181, together with 183 unreported, and 1,566 parts of districts. The unreported districts are over one-third less than last year, and the reported districts show an increase of 357, and the parts of districts 45. Last year there were 87 parts of districts that failed to make a report; this year but 78. The total number of districts in the State, estimating two and a half parts, upon an average, to a joint district, is 4,381.

Value of School Houses.—The total valuation of the school house property in the State ten years ago was \$75,810 75; in 1857, \$863,478 49; in 1858, \$1,127,191 69; and now, in 1859, \$1,185,191 73—showing an increase in valuation, since last year, of 58,000 04. The highest valuation of any school house in the State, is one in Milwaukee, at \$20,000; the lowest valuation is one in the town of Scott, in Sheboygan County, at 25 cents. Milwaukee, as already indicated, reports the most costly school house, \$20,000; Janesville one at \$14,000; Kenosha one at \$12,000; La Crosse one at \$10,000; Sheboygan one at \$8,000; Dodge and Winnebago one each at \$7,000; Racine, one at \$6,000; Dane and Grant one each at \$5,000; Jefferson one at \$4,540; Crawford one at \$4,323; Brown and Ozaukee one each at \$4,000; Portage one at \$3,500; Sauk and Waukesha one each at \$2,500; Fond du Lac, Iowa, Juneau, Manitowoc, Richland and Waushara one each at \$2,000; Green and Oconto one each at \$1,600; Columbia, Eau Claire, Jackson and Washington one each at \$1,500; La Fayette one at \$1,400; and Bad Ax and Green Lake one each at \$1,000.

Ten years ago there were 511 school house sites containing less than an acre; in 1857, 2,369; in 1858, 3,060; this year, 3,867. There were, ten years ago, 582 school house sites uninclosed; in 1857, 2,470; 1858, 3,099; this year, 3,301. This would exhibit about one in every five and a half uninclosed—and, as a matter of course, few of these can be provided with shade trees, and other out-door conveniences.

There were, ten years ago, 331 school houses without blackboards; in 1857, 940; in 1858, 1,072; this year, 1,047. With an increase of 357 districts in the State, and 45 parts of

districts, there has been a decided increase in the supply of black-boards. The statistics show but comparatively a few of the school houses supplied with outline maps.

Teachers' Wages.—Ten years ago, the average of wages paid to male teachers per month in the State, was \$15 22 per month, and to female teachers, \$6 92; in 1857, to male teachers, \$24 60, and to female teachers, \$15 16; in 1858, to male teachers, \$27 02, and to female teachers, \$14 92; this year, owing to hard times, we find teachers' wages somewhat reduced, the average paid per month to male teachers being \$22 93, and to female teachers, \$14 29. In Oconto county, the highest average wages were this year paid to male teachers, \$37 20; and in Sauk county the lowest, \$12 34; while in La Pointe county the highest average wages per month were paid to female teachers, \$33 33; and in Portage county the lowest, \$8 87. It will be observed, in the following table, that since 1849, teachers' wages have largely advanced, and especially those of female teachers, who are so well adapted, when properly fitted, for the noble work of imparting instruction to the young :

Years.	Average am't paid Male Teachers.	Average am't paid Female Teachers.
1849,.....	\$15 22	\$6 92
1850,.....	17 14	8 97
1851,.....	17 15	8 35
1852,.....	15 83	8 64
1853,.....	18 17	9 94
1854,.....	18 75	11 00
1855,.....	23 10	12 08
1856,.....	25 38	13 80
1857,.....	24 60	15 16
1858,.....	27 02	14 92
1859,.....	22 93	14 29

School Libraries.—Last year the total number of School Libraries was 1,875, with 38,755 volumes; this year only 1,250 Libraries have been reported, with 41,997 volumes. Thus while we have 125 less Libraries reported this year, they exhibit an increase of 3,242 volumes. In 1857, 19,504 volumes were loaned for reading; last year, 84,104 volumes were taken out; and this year, 51,062—thus showing a gratifying increase in taste for reading. With the improved system of Town School Libraries, with larger collections and a greater

variety of books, we may reasonably calculate on a yet greater demand for books for reading, both by the old and the young, than ever before.

PROGRESS AND ENCOURAGEMENTS.

Thus, we perceive, that Wisconsin, notwithstanding the unequalled pressure of the times, is steadily advancing in her educational interests. The marked improvement in our Normal Schools, and especially the gratifying success which has attended the Teachers' Institutes, under the direction of Chancellor BARNARD, held during the past Autumn, should be regarded as among the most hopeful signs of the times. When teachers are alive to the great importance of their calling, and evince an ardent desire to fit themselves for their high duties, we may be sure the schools throughout the State will feel the beneficial influence which must naturally result from such feelings and such efforts. Last year the total amount paid out in the State for teachers' wages in our Common Schools, was \$334,853 96; this year \$536,860 66—exhibiting an increase of over *two hundred thousand dollars* in a single year, which almost staggers belief. Such an increase in expenditure for the maintenance of Common Schools—of which more than two thirds of the whole amount was raised by direct tax—is, in my estimation, highly commendable to the energy, intelligence, and self-denial of our people in such a time of unexampled severity.

THE SCHOOL FUND.

On the 1st of October, 1858, the School Fund proper, after deducting what goes to make up the Normal Fund, was \$2,855,806 32. On the 1st of October, 1859, after deducting the Normal Fund, we find the School Fund proper amounting to \$2,786,767 03. Of this, there remained in the Treasury, September 30th, 1859, \$32,647 95; which deducted from the principal, leaves \$2,754,119 08, productive, drawing interest at the rate of 7 per cent. per annum, which amounts to \$192,788 34. To this is to be added 25 per cent. of Swamp Land Fund Income on hand, September 30th, 1859, amounting to \$6,717 88; and School Fund Income on hand at that date, paid in since the last apportionment, \$45,766 19—thus showing a total of \$245,272 41, *if all the interest should be paid prior to the 5th of March next*, subject to apportionment by the State Superintendent in March ensuing. By the same process, we had \$240,002 11 of School Fund Income which

should have been ready for apportionment in March, 1858 ; but from failures to pay the interest promptly, it fell short some \$70,000, leaving barely \$169,185 28 to apportion, which yielded 65 cents to each child of school age in the State. It may well be doubted if there will be a much larger amount for apportionment next March, than there was last March. If the Legislature should firmly resist all appeals for an extension of the time for the payment of interest, then we might perhaps count on fully \$200,000, or possibly \$210,000, for apportionment. Estimating it at \$200,000, and deducting from this 10 per cent. for Town School Libraries, we should have \$180,000 for apportionment among some 278,871 children, which might give very nearly 65 cents, the same as last year, to each child. But if the bad policy of extending the time for the payment of interest is continued, we could expect no larger proportion of the amount due to be paid in, than was paid in last year ; which would, in round numbers, amount, with what is on hand, to \$174,000—and deducting one-tenth for Town Libraries, we should have \$156,400 for apportioning, or about 56 cents to a scholar.

We find the School Fund proper \$69,039 29 less this year than last. The large amount of School and Swamp lands forfeited to the State, which will this year reach very nearly 400,000 acres, admonish us, that the School Fund, upon which so many of the children of the State rely for all the education they will ever receive, should be guarded with unusual care.—There is great danger of this sacred Fund becoming much farther reduced, from forfeitures of School and Swamp lands. It seems to me, that it behooves the Legislature to examine into the subject, and see if some additional legislation is not demanded, to restrain the counties from imposing excessive taxation on non-resident School, Swamp and University lands. Many, very many, of the forfeitures which occur, result, I am persuaded, from this cause; and thus hundreds of thousands of acres are being thrown back upon the State, after the purchasers have paid the interest for several years, and thus the School, University, Normal and Drainage Funds are diminished, and the annual accruing interest lessened. While I would make no plea designed to benefit the speculator alone, I do feel that any violation, in letter or spirit, of that part of our Constitution which requires that “the rule of taxation shall be uniform,” is unjust towards those who have purchased these lands in good faith, and are annually paying their seven per cent. interest for the maintenance of Free Schools; and permitting counties to impose exorbitant taxes upon non-resident lands of this class, is inflicting a real injury upon the whole

State, and especially upon the poor, by causing the forfeiture of the lands, and the diminution of the several funds, and their respective incomes, set apart for State educational purposes.

I will venture to cite a case in point. In the *State Journal*, of February last, "an unfortunate land-owner," as he termed himself, stated that he held a school section in the town of Bovina, Outagamie county, town 24, range 16, section 16; that it was understood, at that time, there was only ONE settler in the entire township of 36 miles square, and with little probability of the land being required for settlement or cultivation for many years. That the taxes for the year 1857, returned to the County Treasurer, amounted to the sum of \$148 65, and for the year 1858, to the sum of \$85. The first mentioned tax was returned by the County Treasurer to the State Treasurer; and under Chapter 82 of the General Laws of 1856, he added 25 per cent., amounting to \$37 23 — making the tax of 1857, \$185 88. The same course, it was stated, would be followed with the tax of 1858, to which, on the 1st of June, 1859, would be added \$21 25. Assuming these taxes to have been paid on the first of June, 1859, the amount of tax was \$233 65, and the 25 per cent. added, \$68 48, making together \$302 13 — being a charge of \$68 48 on the non-payment of \$148 65 for one year, and \$85 for one day. The aggrieved writer closes his case with this pertinent inquiry: "May I be allowed to ask, if a charge exceeding 12 per cent. per annum, on the loan of money, is designated as usury, what is the proper name of a transaction, such as the above, to which the State is a party?"

I have cited this case as one of a large class, as giving a clue to the causes why so large an amount of School, University and Swamp lands are forfeited; and then the excessive county taxes are paid by the State, which eventually comes out of the sacred Funds dedicated to the education of our children. I appeal to the Legislature to give to this subject their careful consideration, and see if a proper remedy cannot be applied, and our educational funds protected from these unjust forays upon them.

By Chapter 201, of the General Laws of 1859, certain penalties imposed for neglect to pay interest when due, were to be remitted; by the operation of which, some fifteen thousand dollars, as was estimated by the Secretary of State, would have been taken from the School and University funds, had not the Commissioners of the School and University lands, for certain reasons which seemed conclusive to them, as they did also to me, declined remitting any penalties under the law in question. It would seem, from the investigations of the Commissioners, that the law was not passed according to the constitutional re-

quirements. It appears to me, that this law, if not null and void, should be promptly repealed. Thousands of contracts are annually made in our State with teachers, relying in good faith upon the punctuality of the State in making the apportionment; but when penalties are freely remitted, we shall find a growing laxity in paying school interest, calculating upon bad precedents for either extension of time, or remission of penalties—and then the consequence is, either a comparatively small amount to apportion, or a postponement of the time of apportionment, either of which works a sad disappointment to the over four thousand school districts in the State, and, if postponed, often causes a failure on the part of the districts to pay their teachers according to contract at the close of their term of service.

In my last year's Report, I took occasion to enter somewhat minutely into the condition of the School Fund, and the sources for its augmentation. Nothing has since occurred that materially affects those statements and conclusions. If our legislators could but fully realize the importance of our Common School educational interests, they would, I am sure, labor more earnestly for the preservation of the School Fund intact, and seek diligently how to increase it. When we bear in mind, that for teachers' wages, libraries, school houses and fixtures, we are annually paying nearly *seven hundred thousand dollars*, or, upon an average, two and a half dollars annually for the education of every child of school age in the State, we begin to comprehend something of the vastness of the educational interests we have at stake. And great as it really is, this, after all, is but a sordid view of the matter, and bears no comparison to that higher view we should all take, of the intellectual advancement and future well-being of nearly three hundred thousand children, whose chief, if not only, reliance is on the Common Schools provided for them.

Whatever tends to permanently increase the School Fund, will, of course, prove a lasting blessing to the educational interests of the State. I think no man can make a candid examination into the condition of our School Fund, which is now actually diminishing in amount, and, in this connection, observe the steady annual increase of children of school age, but must be impressed with the stern, unpleasant fact, that the amount per scholar to be annually apportioned by the State must gradually decrease, unless provision is speedily made for the augmentation of the School Fund.

I doubt not that proper efforts will continue to be made to obtain from the General Government the five per cent. fund so long withheld from the State, and the 140,000 acres withheld

Superintendent, with the approval of the Governor, at a cost not exceeding thirty cents per volume, to be paid out of the School Library Fund.

"The precise manner in which the books shall be purchased and distributed, except that they shall be purchased "by public authority," and "distributed in some just proportion among the towns and cities of the State," is not specified in the act. As the means for the first purchase, can not, from the terms of the law, be collected and ready for use until next Spring, it was thought best not to encumber the act with details, which might have embarrassed and endangered its passage. These details, providing for the selection and purchase of the books, their distribution, and regulations for the management of the Libraries, will be carefully considered by Hon. HENRY BARNARD, the Superintendent of Public Instruction; and Prof. J. L. PICKARD of the Platteville Academy, who have been appointed by the Legislature to make such revision of the School Laws of the State as they may think necessary, and report the same to the Governor in season to be by him submitted to the next Legislature for its consideration. It need only be said in this connection, that every precaution will be taken to guard the interests of the State, and prevent, by every restriction of law, the possibility of swindling or cheating in the contract for the books—for upon the faithful investment of this sacred fund will much of the popularity and usefulness of this law depend.

"There never was a measure involving new and additional taxation, that ever passed the Legislature with such unanimity. The State Superintendent's Report, which strongly urged the Town Library system, was not laid before the Legislature until three weeks before its adjournment; Mr. BARNARD, who had been confidently expected here, and whose personal efforts and experience were greatly counted on in aid of the measure, was detained in Connecticut by severe illness; and the Library law was not introduced until within eight working days of the close of the session, and notwithstanding all these untoward circumstances, this measure—a tax measure, too, in these stringent times—passed both Houses most triumphantly, by a vote of 19 to 3 in the Senate, and 51 to 10 in the Assembly; or in the aggregate, by a vote of 70 to 13. I have no doubt that the men who supported this noble and beneficent measure, will long be remembered with honor and gratitude by an intelligent and appreciating people.

"This School Library Fund will amount to at least \$35,000 annually, and will gradually increase in proportion to the increase of the School Fund Income, and the increase of the taxable property of the State. There will be something like \$18,000

a year from the School Fund Income ; and one tenth of a mill tax on the dollar valuation, on \$175,000,000 of taxable property in the State, as equalized last year, would realize \$17,500,—if the taxable property should be equalized, as it may be, at two hundred millions, then the income from this special Library tax would amount to \$20,000 annually. I should conclude, that the Library Fund will reach not less than \$40,000 a year within the next three years. But estimating it at \$35,000, it would give on an average, to each of the 650 towns and cities of the State \$53 per year in books at wholesale rates ; and deducting the probable *pro rata* for the cities and villages, there would be about \$40, upon an average, to each of the rural towns. Estimating the present population of the State at 850,000, and dividing it by the number of towns and cities, we should have an average of 1,333 persons for each town and city ; and \$40 or \$50 per year in books for this number would appear but a very moderate investment. This amount, though small, will nevertheless afford a respectable beginning for a Town School Library, when we take into consideration that a similar amount will be added annually thereafter.

“A single volume may serve as many as twenty-six persons a year, each having its use two weeks. Many School Libraries have reported twelve times the number of books loaned annually that were in the Library—each volume, upon an average, having been taken out once a month during the entire year. In the reports of the Town Libraries of Indiana, occur such expressions as the following, which will not be lost on the public mind: “Nearly all the books have been drawn out as many as twenty-five times, many of them oftener, and quite a number of the books are not permitted to remain in the Library an hour before they are withdrawn.” Says another: “Our Library is doing more good than anything that has ever been done by the Legislature of this State. Great interest is manifested in it here.”

“I may state as the result of ten years’ experience of the District Library system in Wisconsin, that only about *one third* of the districts have any libraries at all, and those generally so small as scarcely to deserve the name,—averaging less than 28 volumes each,—and hence have utterly failed to fulfill the great mission of School Libraries. That what few books have thus been collected have been procured, at high prices, of book pedlars, and have but too generally related to *Banditti* and *Robbers*, the *Pirate’s Own Book*, and other trashy and injurious works, which could only incite in the minds of children a desire themselves to become desperadoes.

"Had we continued the *District Library* plan in our State, and continued to leave the districts to procure a Library or not, as they might elect, so long would the Library system of Wisconsin, it seems to me, have proved a signal failure; but with the *Town Library* plan, as is in Indiana, Ohio, and Michigan, the State providing the Libraries for each town according to some just system of distribution, carefully selecting books suitable to meet the tastes and wants of all classes of community, replenishing them annually, so as to keep each collection fresh and attractive, we shall have, in each Library, several times the number and variety of books that any District plan could ever possess. For instance, suppose each of a dozen districts in a town was to have ten volumes for a new Library, or for replenishing an old one—the same ten volumes that would be *best* and *cheapest* for one, would be *best* and *cheapest* for all; so that in all the twelve districts there would be, in truth, but *ten* different works; while upon the Township plan there would be *a hundred and twenty* different works for the same money. Any one can readily see how much more attractive the larger number would be to both youth and adults; how many more tastes would be gratified, and how much more knowledge would necessarily be diffused among the people. The same amount of money expended on the District plan would, by a judicious State system, purchase fully one-third more volumes, besides securing a vastly better selection, and having the advantage of a uniform and far more permanent style of binding. According to the old District plan, we should always have had small and almost worthless Libraries; by the Township system, we shall soon have large, attractive, and invaluable collections; and instead of only about *one-third* of the State, as is now the case, having a few ill-chosen volumes, every town in Wisconsin will, by the new system, soon have its solid Library of the choicest works to gladden the young minds of our two hundred and sixty-four thousand children, and furnish mental food for our other six hundred thousand people.

"I presume that provision will be made, that should the citizens of any town deem proper, they may sub-divide their Town Library into two or three sections, and have them placed in as many convenient localities for six months or a year, and then interchange these sections with the other localities, and so in due time, the several sections or sub-divisions of the Library would be placed within the convenient reach of every part of the town, thus subserving nearly every facility of the District Library, with the most decided superadded advantages.

"As an instance illustrative of the strong feeling of attachment with which the Township Libraries are regarded where they have been established and tested, and how cheerfully the expense is borne by the people, I cite the following from an excellent address by Prof. READ of our State University: "I will give the substance of a conversation which I had during my recent visit to Indiana, while in the Auditor's Office, examining the most beautiful series of books—the *Indiana School Library*. A farmer from the remotest township of the county came in. After a little, I said to him, 'GENTRY, you are heavily taxed here in Indiana; I have been running away to Wisconsin, where they have no old dead horses in the form of canals to pay for, and no interest to pay on bonds which our sharp-sighted Indiana Commissioners were cheated out of.'—'Well,' said he, 'we *are* heavily taxed, and this year, with our short crops and hard prices, it is as much as we can do in our neighborhood to pay our taxes.' 'But,' I said to him, 'it will be the policy of this Legislature to diminish taxation.' He said 'in all mercy he hoped so.' 'They will begin upon your extravagant school system. Now look at these books—what is the use of them? Do they do a particle of good?' 'Let them,' said he, 'cut off what else they please—let them even cut off the whole school tax beside, *but the books we must have.*' He then told me that the books had done his neighborhood more good, and had produced a greater change in the habits of families, than any other means of improvement which had ever been brought to bear upon the people."

"And so it will be in Wisconsin. The people will never grumble at the School Library tax, if the money is only wisely expended. The tax will be light—one cent on every one hundred dollars, or twenty-five cents on every two thousand five hundred dollars of taxable property. 'Taxes,' remarked that far-seeing statesman, EDMUND BURKE, 'taxes for education are like vapors, which rise only to descend again to beautify and fertilize the earth.'

"Such was the interest of HORACE MANN in the subject, when requested to give an expression as to the value of Town School Libraries for Wisconsin, that though ill, he said he must write a word of good cheer, *as he held the plan to be worth many more times than his life.* GEORGE B. EMERSON, a veteran and distinguished educator of New England, with the zeal of a true philanthropist, urged upon our Legislature the speedy adoption of such a system. 'I congratulate you and the State,' writes HENRY BARNARD, 'that your Legislature has enabled you to inaugurate a true Library policy—altogether in advance, in its practical bearings and completeness, in

time, of anything yet attempted.' It is, indeed, an advance upon the efforts of our sister States, all things considered; for, taking the three States which have adopted the Township system, Wisconsin will raise more money, by nearly one-quarter, than Michigan, besides having the advantage of the State purchasing the books instead of the Township Boards, as is done in Michigan; it is in advance of Ohio, whose Library Fund is provided by imposing the tenth of a mill tax, while ours is raised by the tenth of a mill tax, and one-tenth of the School Fund Income; and it is in advance of Indiana, not in the amount of tax raised, but in the permanency of the system, for in Indiana the Library Law is enacted to be in force only two years, and then has to pass the ordeal of securing a two years' renewal, and thus is subjected to the danger of overthrow by the caprice of the people, or through the mismanagement of those having it in charge. Our Wisconsin Library Law is in advance of all others in providing a copy of all State Laws, Journals and Documents, substantially bound, for each School Library.

"It is a noble and beneficent law; and will yet be regarded, when fully known, and its benefits begin to be realized, as the most important educational measure ever inaugurated in Wisconsin. I confess to cherishing no ordinary feelings of hope and pleasure in view of the unspeakable good that must inevitably result from a judicious expenditure, every twenty-five years, of fully *one million of dollars* for books to scatter among our people—procuring not less than a million and a quarter of volumes of the choicest literature of the age; and I envy not the man who cannot partake of this feeling of hope and joy, in view of the prospective progress and happiness of his race."

As nothing has been done by the Commissioners appointed by the Legislature to revise the School Laws, of course the additional provisions necessary to the proper carrying out of the new Library Law have not been jointly considered by them. I have, however, had considerable interchange of views with Chancellor BARNARD upon the subject, in a general way; and in these, I believe, we coincide. As this Library Law is justly regarded by all friends of education, in and out of the State, as a decided step in advance of all our sister States, and as unquestionably the most important educational measure ever adopted in Wisconsin, I feel an unusual anxiety that so beneficent a measure should be carried into effect under the most favorable auspices.

1. *Who should select and contract for the books?* I said to many members of the last Legislature, to Chancellor BAR-

NARD, Hon. A. J. CRAIG, and others, in conversation, several months ago, and repeatedly since, that, in my opinion, it would be unwise to confide this power and responsibility to the State Superintendent alone, however good a judge of books he might be, and however pure and above suspicion might be his reputation. It would be next to an impossibility, for any one man to have the selecting and contracting for from thirty-five to fifty thousand dollars worth of books in a single year, without exciting the ire and jealousy of those publishers whose books were not selected, or whose terms in competing for the contract were, in their estimation, either overlooked or overslaughed; and hence would arise, as has frequently been the case, first inuendoes and finally grave charges, that bribery had been resorted to by the more successful book-mongers to circumvent their competitors, and accomplish their purpose. Such things, though they might not be generally believed, would nevertheless exert an unfavorable effect upon the Superintendent's influence, and often prove exceedingly annoying to him.

Let two persons be associated with the State Superintendent to determine the books to be purchased, the style of binding, and make the contract for them. These persons should be men of the highest intelligence, possessing a thorough knowledge of books, and such a reputation that the people of the whole State would feel that their dearest interests were confided to safe hands. Thus would the State Superintendent, whose duties are always numerous and onerous, be partially relieved from a heavy responsibility, and have the benefit of able advisers and assistants in carrying successfully into effect a measure fraught with untold blessings to our people. With three such Commissioners to manage the whole subject of School Libraries, including the selection of the books, their binding, contracting for them, directing their distribution, and providing rules and regulations for the management of the Libraries, I do not see any reason to distrust their successful administration of this important trust. But, I would repeat, the two persons thus associated with the State Superintendent, should be men thoroughly acquainted with books, and deeply imbued with a sense of the great responsibility of selecting only such books as would tend to benefit the heads and the hearts, the morals and intelligence, of their hundreds of thousands of readers; and, above all, men whose reputation for integrity would everywhere give the assurance, that no favoritism would be practiced by them in purchasing the books, and that the real interest of the State would be invariably consulted. Let it be said of them as was said by the venerable Chief Commissioner of Primary Instruction in Holland of

another class of educational officers: "*They are men who ought to be sought for with lantern in hand.*" With good and suitable men for this position, everything that the friends of the measure and the friends of education hope for, will be secured; but with an unfortunate selection, suspicions may be excited, and this noblest measure ever enacted by the State, imperiled, if not destroyed.

2. *How should these men be selected?* Either designate the Governor of the State, and Chancellor of the State University, as *ex officio* the proper persons; or select two persons, as the Regents of the University are selected, by joint convention of the Legislature, to hold their offices, after the first election, for a term of six years—at the first election, the two chosen to draw lots, one serving three, and the other six years. If two were thus chosen, pay adequate to the actual services rendered, should necessarily be provided; but being paid, they would unquestionably feel the necessity of really *doing the work* confided to, and expected of them; while *ex-officio* members, with their already multiplied official cares and duties, might not be able to bestow upon the subject the additional labors and responsibilities necessary. Besides, there would be an important advantage in having two of the three Commissioners serving long terms, so when there should be a change in the office of State Superintendent, still the experience and settled policy of the Board would not be likely to be hastily or inconsiderately changed or ignored.

3. *How should the books be purchased?* In briefly discussing this question, I must necessarily speak of the mode of their distribution. During my personal visit last year to Superintendents of Public Instruction, and other prominent educationists, in the Western, Middle and Eastern States, and Canada West, I made this subject a matter of special inquiry. When the State supplies School Libraries, the more common mode of procuring the books, after they have been selected, is by contracting with some individual or firm to supply the whole, uniformly bound, at prices mutually agreed upon, or upon the lowest bid; or, as has recently, and I think wisely, been done by Ohio, upon the *best bid*, all things considered. The *lowest bid* is most generally the dearest in the end, as when a large contract is secured by a ruinous bid, the loss that would accrue by an honest fulfillment of the terms of the contract, is avoided by 'the tricks of the trade,' and profits, almost as if by magic, are realized instead of losses.

Indiana made her large purchases for her Town School Libraries by contracting on the lowest terms; then the proper number of volumes were assigned to each town. In Canada

West, under the direction of the learned and able Hon. EDGER-
TON RYERSON, the books are purchased in suitable quantities
direct from the several publishers in Great Britain and America,
and a large Depository constantly kept at Toronto, under the
supervision of the Superintendent of Public Instruction and
the Provincial Board of Education. A catalogue is made out
and printed of all the books in the Depository, with their cost
prices, and these catalogues sent out to the towns and districts,
for the use of the local boards, from which to make their selec-
tion, to the amount in value to which they may be entitled.
As all the books in the catalogue have been selected with great
care, and been approved by the Superintendent and Board of
Education, of course the local boards cannot well make a bad
selection, unless perchance they should fail to secure the proper
variety to suit the various tastes of the community for whose
benefit they were designed.

In a country like ours, the people, the great source of power,
like to be freely consulted. Hence I am persuaded, that we
should strive, if possible, to adopt a system that will most di-
rectly *come home to the people themselves*. While I would
give the School Library Commissioners large discretionary
powers to make the *best* contract, and in the manner which to
them might appear, all things considered, the best for the State,
I would be strongly inclined to favor this mode of purchase
and distribution :

Give the Commissioners optional authority to contract, on
the *best terms*, for the books for each year, uniformly and sub-
stantially bound, or to purchase them *in sheets* of the respective
publishers, and have them uniformly bound by contract on the
best terms. Then let the Commissioners have a Depository,
prepare a catalogue of the books properly arranged according
to subject, with the wholesale cost price, including freight to
Madison, together with a brief description, in connection with
each book, of its character ; and then let the proper officers of
each town and city having the matter in charge, select the
amount in books to which their town would be entitled, from
the catalogue thus furnished them ; and as new purchases
would be made each successive year, let new catalogues be
prepared and sent out to the several towns and cities.

This year the tenth of a mill Town Library tax, amounts in
the aggregate on the \$168,620,233 70 of the equalized property
valuation of the State, to \$16,862 02. It will be hardly
reasonable to suppose, that the whole of this amount will be
promptly collected. Add to this amount, one tenth of the
School Fund Income, which will be likely to reach from \$17,000
to \$20,000, and we shall have altogether not to exceed \$35,000

for the purchase of books for School Libraries next spring. To give the towns, or such of them as might wish to do so, the privilege of selecting from the catalogue their portion of the \$35,000 worth of books to supply the whole State, would render it necessary to have a larger supply on hand than the \$35,000 would purchase. To illustrate this point: Suppose a person had an order on a book-seller for one hundred dollars' worth of books, and that that book-seller had only one hundred dollars' worth on hand, then the person having the order would have no chance for selecting what he might wish, but must take the lot just as he finds them; but if the book-seller had one hundred and fifty dollars' worth of books on hand, and all were good and standard works, then there would be an opportunity for a choice. So if the State invests no more than the precise amount which may be on hand next Spring for books for School Libraries, then there can be no chance whatever for the towns and cities to exercise any choice in the selection. To meet this exigency, let the Commissioners in contracting for the books, whether from the several original publishers, or from a single individual or firm, purchase say one-third or one-half more in value, and consequently in variety, than the School Library funds would then pay for, and this excess be contracted to be paid for the following spring; and thus this plan of over-lapping each successive year could be kept up, as long as it might be deemed desirable, without necessarily incurring therefor any additional expense to the State whatever—for publishers generally will gladly make fair terms to secure so large and reliable patronage. As all the books purchased should be of a character calculated for permanent usefulness, what remained over, after the selections of the year had been made by the towns and cities, would go towards making up the collection for the ensuing year.

The School Library Commissioners should give bonds for the faithful performance of their duties, in such amount as the Legislature should deem proper; and all their acts, contracts and vouchers should undergo a rigid examination annually by the Joint Committee of the Legislature for the investigation of the several State Department.

With such Commissioners, such powers, and such a plan for selecting, purchasing and distributing the books, with authority to make the necessary rules and regulations for the management of the Libraries, I should confidently look for the triumphant success of our noble Town School Library system. Then make the Town Board of Supervisors, and City Boards of Education, the local boards for having charge of the Libraries for their several towns and cities, with power to divide

the Libraries into two or three sections, and alternate their localities, if the people could thus be better accommodated than by having the whole kept together in a single collection; and with power also, to appoint the Librarian or Librarians, and when necessary, to designate some small remuneration for keeping the Libraries open at least one half day in each week, to be paid by the Town, or by a cent tax imposed for the use of each volume taken from the Library, or by penalties for over-keeping the books, or from all these sources together.

As to the "just proportion" in which the books should be distributed to the several towns and cities of the State, I do not believe that a better plan can be adopted, than to apportion *pro rata* the amount to which they would be entitled according to the number of children of school age, in the same manner, and upon the same statistical returns, as the annual apportionment is made of the School Fund Income. This, it seems to me, will be alike simple, just, and satisfactory to the people.

Provision should be made, authorizing such districts as see proper to do so, to vote their existing district libraries gratuitously to the town, to be added to the Town Library.

The remaining sections of the School Law relating to District Libraries, should be repealed; and should School Library Commissioners be appointed or elected, to them should be confided the duty of procuring the binding of the State Laws, Journals and Documents already provided by law for the Town Libraries.

Having briefly presented this subject in all its bearings—a subject, permit me to add, to which I have given more than common thought and attention, profoundly impressed with the vast influence it is calculated to exert on the future intellectual well-being of the State—I earnestly entreat for it that consideration from the Legislature which its nature and importance so imperatively demand.

TOWNSHIP SYSTEM OF GOVERNMENT.

I devoted several pages of my former Report to the subject of substituting the Township System of School Government for our present arbitrary, inefficient and troublesome district system. My convictions of the propriety of this change are so decided, that I beg once more to call the respectful attention of the Legislature to the subject. If the change was calculated to impose any additional expense upon the people, I should not, in times like these, deem it either wise or impolitic to urge

its adoption. The Township system has been adopted and works admirably in Indiana, Pennsylvania and Ohio; and has been warmly urged in Massachusetts, by those three able successive Secretaries of the Massachusetts Board of Education, HORACE MANN, BARNAS SEARS, and GEORGE S. BOUTWELL, and some progress has been made in securing this better system in Massachusetts and Connecticut.

I do not now propose to go again into a lengthy argument upon the subject; but wishing that the matter may *be kept prominently before the people*, even if the Legislature should not deem it advisable to act upon it at present, I will venture to repeat the deductions of my former argument:

Such a system of Township school government, with the abrogation of the district system, would produce, among others, the following beneficial results, viz:

1. The provision of the Constitution of our State, which requires "the establishment of district schools as nearly uniform as practicable," would, by constituting the Township as the district, be more fairly carried out; and hence the State School Fund income would be much more equally distributed than it now is.

2. Taxation for school purposes would be better equalized, for, under the present district system, the people of some districts, owing to the smallness of both their numbers and taxable property, pay two or three times as much as their neighboring wealthier districts, and get no more—often much less in quantity and value, for it; and in joint districts, the several parts composing them, are, from the necessity of the case, very unequally taxed.

3. All the primary schools of the town would be held the same length of time, thus producing an equality of school privileges which does not, and cannot, exist under the old district plan; for instances are not wanting in our State, where a poor and weak district, with great difficulty, and heavy taxation, manages to maintain a three months' school, and that kept by a cheap and perhaps almost worthless teacher; while the adjoining wealthy district, with comparatively light taxation, easily sustains a ten months' school, with an able and successful teacher. This is exceedingly unequal, and bears heavily and unjustly upon the poor, and fails to carry out the heavenly injunction, "Bear ye one another's burdens."

4. By the Township plan, there would be a juster distribution and equalization of teachers, suitable to the several localities; and less of the favoritism practised, as under the present

district system, in employing relatives to teach the schools—for in a Town Board of only three members, there would be less opportunity of practising it than by the present half a dozen to a dozen District Boards in the town.

5. There would be more uniformity and adaptation in school-houses; for they would be built economically, by the lowest and best bidder, and not, as is now too often the case, by one or more members of the District Board, on pretty much his or their own terms; and such localities as now neglect to provide good, comfortable school-houses, would have them provided for them, and the children of such stingy, miserly souls would no longer suffer for a suitable place in which to acquire an education, which would be worth vastly more to them than all the wealth, without it, which their ignorant and niggardly parents could ever heap together.

6. It would not only be a far better, but a far cheaper system to maintain, lopping off the weak, inefficient and worthless schools, and dividing the larger and unwieldy ones; lessening the number of officers, as the Town Board of three officers would perform all the necessary school duties of the town, and do it cheaper and better than the half a dozen or more local Boards of at least six times as many officers; and instead of selecting eighteen or more persons in a township, as is now the case, for these local boards, the people would select three of the *very best and most efficient* for the Town Board. Here would be a great saving of expense, and the objects sought more equally obtained, better in quality, and far more useful to the people.

7. By abrogating the district and joint district system, we should be doing away at once with one of the most fruitful sources of troubles, wranglings, contentions, and petty jealousies, incident to the district system; and would, at the same time, put an end to that greatest bane of the system, the constant ensmalling of districts, to gratify whims and caprices, and oftentimes to adjust an angry controversy, thus steadily lessening the ability of such dismembered districts to either employ a good teacher, or maintain a school even the legal requirement of three months.

8. It would give to the people all over the State the perfect freedom, while taxed in their own town, to send their children to any public school, without regard to district, township, or county lines—thus, in the enlightened spirit of progressive legislation, doing away with an oppressive restriction already too long and too patiently borne by the people, and which has

only been productive of inconvenience, injustice and inequality, and deprived many a worthy tax-paying family of invaluable school privileges.

9. While the primary schools generally cannot well be graded, and but little effected in the way of properly classifying the pupils, yet under the Township system, each town containing a specific number of inhabitants, or a certain amount of taxable property, or both, could have its Central Graded High School, free to all of a certain age, say between ten or twelve and twenty years of age—this Central School to be kept in session ten months in each year. With such a Graded School in each town, for the more advanced youth, the accruing benefits would be of so decided and general a character, that the plan could not but meet with the most universal favor.

10. And lastly, but not least in importance, by this Township system, females—who, by their proverbial love and affection for children, by their patience and long-suffering, and by their thousand winning ways, are so peculiarly adapted by their Creator as the natural teachers of the young—could be employed in nearly all the primary schools, leaving only the Central High School to be provided in part with male teachers; and thus would the same amount of money now expended in a majority of towns in the State, employing for the same district a male teacher a portion of the year, and a female another, furnish to the people fully *one-third* more, and vastly better adapted instruction for the young.

Some such system as this, must, from the very necessities of the case, sooner or later commend itself to the practical good sense of our people. When *they* demand it, as they will, then it will be readily and gracefully adopted. And then, I doubt not, that the people of Wisconsin, like those of Indiana, will only wonder that its very simplicity, economy and admirable adaptation to their very wants, had not long ago made a favorable impression upon their better judgment.

OTHER NEEDED REFORMS.

In my former Report, I favored the adoption of the system of County Superintendents, the formation of a State Board of Education, the procurement of accredited works on School Architecture for each town in the State, the authorization of the State Superintendent to issue Educational Tracts, and a change of time for electing the Superintendent, with an increase of his term of service. I still favor these several mea-

asures, though I do not say it would be advisable to adopt them all at present. The County Superintendency, though great good would, as I firmly believe, grow out of it, yet as it would be attended with considerable expense, I should hardly think it wise to press such a measure in these times of pecuniary stringency. As to the great and pressing need of works on School Architecture—relating to a matter concerning which so much of the people's money is not only wasted, but absolutely devoted to the erection of charnel-houses for their children—I trust the new School Library Law, if wisely administered, will make the necessary provision for this great public want.

NULLIFYING THE SUPERINTENDENT'S DECISIONS.

Last year I pointed out the fact, that Town Superintendents, and Town Clerks, sometimes assumed the prerogative of disobeying the decisions and orders of the State Superintendent; and to meet such cases, section 7th of chapter 203 of the General Laws of 1859 was enacted. There has since occurred a case wherein a majority of a District Board have utterly refused to obey a decision of the State Superintendent in an appeal case—thus virtually nullifying his decision, though the laws declare that all such decisions “shall be final and conclusive.” A still further amendment to section 89 of chapter twenty-third of the Revised Statutes is necessary, making it the duty of the Town Superintendent to remove from office any member of a District Board who may be guilty of refusing to carry into effect any decision or order of the State Superintendent, and that such person or persons so removed shall not be eligible for re-appointment.

TRAVELING OF STATE SUPERINTENDENT.

During the past year, the following counties have been visited by the State Superintendent or his Assistant, and addresses generally delivered, in one county at two different points, and in another at three—namely, Dane, Columbia, Green Lake, Milwaukee, Portage, Richland, Rock, Sauk, and Waushara.

NEW EDITION OF THE SCHOOL CODE.

Such was the demand for School Laws, that soon after the adjournment of the last Legislature, a new edition was prepared, including all the amendments and additions enacted at the

last session, and a large number of them have been sent to the several school officers in need of them. Some of the frontier counties had never before had a single copy, and their school officers were greatly at loss to know how properly to discharge their duties, and secure for their districts the benefits and privileges of our system of Free Schools. I found what appeared to me sufficient authority to prepare such revision and order its printing, in Section 64, Chap. 10, and Section 99, Chap. 23, of the Revised Statutes; and in the law relating to Public Printing, which clearly implies that the head of each State Department is expected to judge of the special printing necessary for his particular Department. And added to all this, the pressing necessities of the case seemed to justify the printing of a new edition, even had the provisions of law been less specific in authorizing its publication.

WEBSTER'S UNABRIDGED DICTIONARY.

The 600 copies of *Webster's Unabridged Dictionary*, authorized, by the last Legislature, to be purchased by the State Superintendent, with the consent and approval of the Governor, were obtained of the publishers, who consented to furnish the new illustrated, Pictorial edition, on the same terms as the less valuable edition formerly supplied to the State. They came in good order, and, I believe, have given the highest satisfaction to all the districts receiving them.

The distribution of the Dictionaries on hand has been made to the towns and counties in the subjoined list, in the order of their application :

<i>Bed Ax</i> .—Harmony 4; Union 3; Bergen 3; Greenwood 4; Clinton 3; Whitestown 2; Hamburg 2; Forest 4,.....	25
<i>Brown</i> .—Holland 2; Glenmore 3; New Denmark 4; Rockland 4; Howard 4, 17	
<i>Buffalo</i> .—Belvidere 1; Maxville 3; Cross 3; Alma 3; Naples 4,.....	14
<i>Cahoonet</i> .—Harrison 5; Rantoul 2; Brillion 2,.....	9
<i>Clark</i> .—Pine Valley 3; Lewis 2,.....	5
<i>Columbia</i> .—Columbus 3; Lowville 2; Scott 2,.....	7
<i>Crawford</i> .—Freeman 7; Scott 12; Wauzeka 6,.....	25
<i>Dane</i> .—Berry 1; Dunn 1; Perry 3; Burke 1; Black Earth 2; Madison 2, 10	
<i>Dodge</i> .—Beaver Dam 1; Chester 1; Le Roy 1; Portland 1; Ashippun 1; Westford 1,.....	6
<i>Door</i> .—Gibraltar 4; Liberty Grove 1,.....	5
<i>Douglas</i> .—Superior 2,.....	2
<i>Dunn</i> .—Dunn 5; Spring Brook 5,.....	10
<i>East Claire</i> .—Bridge Creek 2; Halfmoon 4,.....	6
<i>Fond du Lac</i> .—Rosendale 1; Spring Vale 1; Forest 1; Eldorado 1; Fond du Lac 6; Osceola 5; Metomen 2; Alto 2; Byron 2,.....	21
<i>Grant</i> .—Potosi 3; Blue River 3; Clarno 2,.....	8
<i>Green</i> .—Jefferson 5; Monroe 5,.....	10
<i>Green Lake</i> .—Seneca 4; Green Lake 1; Berlin 3; Markesan 1,.....	9

<i>Iowa</i> .—Mineral Point 3; Mifflin 3; Linden 2; Waldwick 3; Pulaski 7,.....	18
<i>Jackson</i> .—Irving 3; Hixton 3; Northfield 2; Bristol 7,.....	15
<i>Jefferson</i> .—Aztalan 3; Jefferson 1; Concord 2, ...	6
<i>Juneau</i> .—Lemonweir 1; Germantown 4; Seven Mile Creek 4; Lindina 2; Armenia 2,.....	13
<i>Kewaunee</i> .—Carlton 4, ...	4
<i>Kenosha</i> .—Kenosha 7, ...	7
<i>La Crosse</i> .—Jackson 3; Holland 4; Onalaska 4; Farmington 4; Bangor 4, 19	
<i>La Fayette</i> .—Belmont 4; Center 2; New Diggings 1; Argyle 3; Wiota 3; Benton 1,.....	14
<i>La Pointe</i> .—La Pointe 1,.....	1
<i>Manitowoc</i> .—Two Rivers 3; Mishicot 5; Gibson 1; Cooperstown 4; Frank- lin 5, ...	18
<i>Marathon</i> .—Mosinee 1; Jenny 2,.....	3
<i>Marquette</i> .—Buffalo 3; Springfield 4; Oxford 1, ...	8
<i>Milwaukee</i> .—City of Milwaukee 12,.....	12
<i>Monroe</i> .—Portland 10; Angelo 4; La Fayette 4; Adrian 2; Tomah 5; Ridgeville 4,.....	29
<i>Oconto</i> .—Marinette 5; Stiles 3,.....	8
<i>Outagamie</i> .—Hortonia 2; Medina 1; Appleton 2; Embarras 2,.....	7
<i>Ozaukee</i> .—Cedarburg 1; Fredonia 1,.....	2
<i>Pepin</i> .—Waubek 4, ...	4
<i>Pierce</i> .—Diamond Bluff 1; Trimbelle 4; Greenwood 3; Perry 2; Pleasant Valley 3,.....	13
<i>Polk</i> .—Alden 3,.....	3
<i>Portage</i> .—Stevens Point 12; Amherst 4; Almond 6; Stockton 8; Lanark 5; Buena Vista 5,.....	40
<i>Racine</i> .—Racine 4; Burlington 2,.....	6
<i>Richland</i> .—Rockbridge 2; Marshall 4; Dayton 8; Eagle 6; Henrietta 5; Akan 2; Bloom 4; Richland 6; Buena Vista 2; Sylvan 6; Westford 5; Willow 6,.....	56
<i>Rock</i> .—Harmony 1; Newark 9; Beloit 2; Clinton 1; Rock 1,.....	14
<i>St. Croix</i> .—Ceylon 2; Hudson 2; Erin Prairie 3; St. Josephs 1; Hammond 4; Richmond 3; Somerset 1,.....	16
<i>Sauk</i> .—Woodland 2; Freedom 5; Fairfield 1; Baraboo 1,.....	9
<i>Sheboygan</i> .—Mitchell 2; Herman 1; Plymouth 1; Lima 2,....	6
<i>Trempeleau</i> .—Preston 4; Arcadia 1; Trempeleau 5,.....	10
<i>Walworth</i> .—Sharon 12; Linn 2; Delavan 2,.....	16
<i>Washington</i> .—Hartford 4, ...	4
<i>Waukesha</i> .—Oconomowoc 2, ...	2
<i>Waupaca</i> .—Iola 2; Scandinavia 5; Weyauwega 5; Lind 3; Union 3,.....	18
<i>Waushara</i> .—Oasis 3; Bloomfield 3; Hancock 7; Deerfield 2,.....	15
<i>Winnebago</i> .—Winchester 2; Oshkosh 2; Algoma 1,.....	5
<i>Wood</i> .—Dexter 3, ...	3
Total ,.....	613

Supt. of Pub. Instruction in acc't with State of Wisconsin.

1859.		Cr.	Dr.
Feb. 7th.	To Dictionaries on hand at the settlement with Inves- tigating Committee of the Legislature,.....		7
Aug. 1st.	Dictionaries purchased as per act of Legislature, ap- proved March 17, 1859,.....		600
"	Dictionaries returned from Kenosha County,.....		6
	Distribution of Dictionaries as above (613) as per vouchers in the office of this Department,.....	613	
Total ,.....		613	613

such an educator, all untiring, as he is, in devising plans for the attainment of a yet higher standard of intellectual improvement, we should all—legislators, school officers, teachers and people—feel it alike a pleasure and a duty to strengthen his hands, and encourage his efforts.

CONCLUSION.

About retiring forever from the position of Superintendent of Public Instruction, I cannot but flatter myself that some progress has been made, during my two years' term of service, in the great cause of primary education in Wisconsin. During that period, there has been an increase of 37,326 children of school age; of 620 school districts; of 272 school libraries, and of 13,369 volumes; and the average for the two years of the number of volumes taken out for reading is considerably more than twice the number taken out the year preceding. The increase of expenditures on school house property has been over \$321,000; and an increase of not less than \$250,000 has been paid alone for instruction in our primary schools; while the total expenditure for the past two years, for school houses, fixtures, libraries, and instructional purposes has exceeded the sum of *one million, two hundred and fifty thousand dollars*.

There have been, during the two past years, two editions of the School Code prepared and published, and fully 9,000 copies supplied to school officers; 1,164 copies of Webster's Unabridged Dictionary distributed to the districts; not less than 5,000 business letters answered; nearly a hundred appeal cases considered and decided; many thousand circulars and blanks sent forth to every part of the State; the opinions and decisions of the Department for the first time published, and given regularly in the columns of the ably-conducted and valuable *Wisconsin Journal of Education*; and, in repeated instances, State school moneys saved to towns by kindly pointing out errors in their returns, and patiently urging their correction.—Hundreds, if not thousands, of district difficulties have been amicably adjusted, and the cause of education thereby promoted. Several important amendments to the School Code have been secured; and last, though not least, a new School Library system adopted, that has called forth the highest commendations of the wise and the good in almost every part of the Union—a system that must prove an unfailing source of untold usefulness and happiness to the noble army of youth, and “the toiling millions,” of our State, for all coming time. The business of the office has been systematized, and attended to promptly; so that, according to the testimony of the Joint In-

vestigating Committee, "a new order of things has been established from that heretofore found in the management of the Department."

So far as I know, no just complaints or accusations have been made, that the appropriate business of the Department has ever been neglected, or partiality or prejudice exercised in giving opinions, or rendering decisions. Whatever complaints have been made against me, relate to reforms and improvements which I have, from time to time, felt it my duty to urge in behalf of the great cause of primary education; and for contending also, earnestly for moral, and as earnestly deprecating sectarian, instruction in our public schools; and pleading for the sacred preservation of the School Fund, consecrated to the education of our children. In view of these things, I feel like adopting the eloquent and touching language of BURKE: "No! the charges against me are all of one kind—that I have pushed the principles of general justice and benevolence too far—further than a cautious policy would warrant, and further than the opinions of many would go along with me. In every accident which may happen through life, in pain, in sorrow, in depression, and distress, I will call to mind this accusation, and be comforted."

LYMAN C. DRAPER,

Sup't of Public Instruction.

MADISON, Dec. 10th, 1859.

TABULAR STATEMENTS.

TABLE NO. 1.

TABLE No. I.

SHOWING AMOUNT OF INCOME APPORTIONED.

Counties.	1851.	1852.	1853.	1854.	1855.	1856.	1857.	1858.	1859.
Adams.....			\$48 50	\$285 84	\$743 82	\$1,383 90	\$2,341 02	\$1,461 00	\$1,453 34
Bed Ax.....	\$88 03	\$182 72	204 75	452 83	715 64	1,141 00	1,464 54	1,959 75	1,953 92
Brown.....	757 71	722 40	706 95	1,113 12	1,889 43	1,468 60	2,005 74	3,247 50	3,066 64
Buffalo.....						175 00	125 40	119 25	456 32
Calumet.....	191 08	273 60	310 95	642 96	888 13	968 70	1,028 98	1,491 75	1,404 80
Chippewa.....						123 90	219 12	103 50	172 16
Clark.....							47 52	64 50	116 45
Columbia.....	1,213 56	1,476 96	1,637 55	3,191 04	4,237 52	4,578 70	4,761 90	5,917 50	5,687 68
Crawford.....	162 97	188 16	191 25	485 23	613 41	912 80	1,240 80	1,691 25	1,788 16
Dane.....	2,737 11	3,272 16	3,597 85	6,567 12	7,841 50	8,312 50	7,979 40	10,360 00	9,652 48
Dodge.....	3,214 80	3,322 56	3,414 60	6,212 16	8,063 68	8,435 40	8,855 70	9,834 75	9,816 96
Door.....								120 75	214 40
Douglas.....						45 50			111 86
Dunn.....							180 16	315 75	289 92
Eau Claire.....								261 75	358 40
Fond du Lac.....	2,133 88	2,504 16	2,652 40	4,595 04	5,537 05	6,349 06	6,667 32	8,549 25	7,646 16
Grant.....	2,527 73	2,780 64	2,813 40	4,888 03	5,981 95	6,246 10	6,533 84	7,854 00	7,046 40
Green.....	1,863 98	1,945 60	1,853 55	3,211 92	3,888 36	4,076 10	4,023 04	5,079 75	4,659 20
Green Lake.....									2,942 72
Iowa.....	1,190 18	1,688 16	1,723 95	3,063 60	3,698 97	3,659 60	3,905 22	5,064 75	4,624 64
Jackson.....						133 00		484 25	625 92
Jefferson.....	2,555 17	2,788 40	2,805 30	5,022 72	6,282 23	6,087 30	7,702 30	9,780 00	7,178 12
Juneau.....								1,746 75	1,815 68
Kewaunee.....							81 84	430 50	811 52
Kenosha.....	1,951 96	1,968 64	1,793 25	3,019 68	3,639 74	3,323 90	3,074 94	3,708 75	3,269 88
La Crosse.....	24 89	11 04	150 30	302 40	660 10	889 20	1,123 66	1,741 50	1,865 60

La Fayette.....	1,431 57	1,984 80	1,989 80	3,378 96	4,219 81	3,970 40	4,079 46	4,983 00	4,544 00
La Pointe.....	85 88	415 20	571 50	1,233 36	1,995 59	2,702 00	3,340 92	4,815 75	23 68
Manitowoc.....				23 04	74 88	67 90	140 58	137 25	4,483 20
Marathon.....	778 65	1,338 44	1,279 80	2,693 44	3,635 38	3,721 20	4,013 46	4,944 00	214 40
Marquette.....	4,968 55	4,972 80	5,047 65	9,128 88	10,576 09	10,459 40	10,311 84	13,453 50	1,761 92
Milwaukee.....						354 20	677 16	1,415 25	12,501 12
Monroe.....						322 00	145 86	279 75	1,411 20
Oconto.....			135 00	230 40	358 22	322 00	145 86	1,764 75	412 80
Outagamie.....	179 90	373 44	410 85	702 00	1,002 22	1,066 80	1,264 56	4,483 25	1,804 16
Ozaukee.....			1,566 00	2,928 24	3,479 21	3,538 60	3,672 24	4,483 25	4,190 72
Pepin.....								283 50	392 82
Pierce.....			23 40	70 56	106 26	244 30	324 06	651 00	664 82
Polk.....				51 12	86 18			168 00	184 82
Portage.....			71 55	152 64	383 18	498 40	710 82	1,213 50	1,248 64
Racine.....	2,485 04	2,741 76	2,849 85	4,855 68	5,789 56	5,310 20	5,940 00	6,107 50	5,397 76
Richland.....	143 82	218 88	255 15	514 08	753 48	1,153 60	1,651 98	2,245 50	2,389 84
Rock.....	3,804 20	3,702 24	3,764 25	6,320 88	7,591 15	7,734 30	7,947 72	10,017 75	8,974 72
St. Croix.....	19 31	140 64	90 45	174 96	287 88	347 90	498 96	592 50	851 84
Sauk.....	703 33	905 76	1,040 85	2,048 40	2,836 01	3,276 00	3,646 50	4,656 00	4,292 48
Shawano.....							29 70	74 25	82 00
Sheboygan.....	1,840 86	1,814 40	1,999 35	3,605 76	4,636 80	5,034 40	4,971 78	6,456 00	5,865 60
Trempealeau.....					60 87	98 70	168 78	342 75	351 86
Walworth.....	3,370 81	3,406 56	3,158 10	4,975 92	6,137 32	5,737 90	5,698 44	6,950 25	6,332 80
Washington.....	3,061 82	3,721 92	2,382 05	4,039 20	5,063 45	5,131 70	5,225 88	6,361 50	5,896 16
Waushara.....	3,261 05	3,695 20	3,560 85	5,848 56	6,924 61	6,463 80	6,334 02	7,320 00	6,535 04
Waupaca.....		79 78	139 15	497 52	660 90	947 80	1,166 22	2,122 50	2,078 08
Waushara.....					1,033 62	1,241 80	1,673 10	2,326 50	2,056 82
Winnebago.....	1,179 51	1,441 92	1,428 05	2,765 52	3,632 16	4,028 50	4,288 02	5,361 00	6,064 82
Wood.....							193 38	288 75	339 20
Total.....	\$47,891 35	\$53,703 94	\$55,656 20	\$99,192 96	\$125,904 94	\$131,772 90	\$141,482 26	\$181,158 75	\$169,165 28

TABLE NO. 2.

TABLE No. II.
SHOWING AMOUNTS OF TAX RAISED IN EACH YEAR FOR SCHOOL PURPOSES.

Counties.	1849.	1850.	1851.	1852.	1853.	1854.	1855.	1856.	1857.	1858.
Adams.....	.....	.....	.....	.....	\$135 00	\$779 00	\$634 55	\$600 00	\$642 64	\$987 40
Bad Ax.....	.....	.....	\$82 24	\$96 49	123 00	262 82	433 11	2,028 25	2,707 88	2,134 00
Brown.....	.....	\$53 00	778 19	585 10	593 98	662 82	773 66	978 76	1,228 40	2,895 35
Buffalo.....	.....	.....	.....	.....	.....	.....	.....	200 77	200 00	800 00
Calumet.....	.....	175 45	149 12	151 48	206 00	347 10	440 03	.....	600 00	1,192 00
Chippewa.....	.....	.....	.....	.....	.....	487 50	.....	200 00	150 00	280 00
Clark.....	.....	.....	.....	.....	.....	.....	.....	1,508 87	955 00	902 57
Columbia.....	\$575 00	1,647 41	2,693 26	2,839 15	2,761 92	3,673 29	5,992 61	3,488 93	5,191 86	5,565 19
Crawford.....	.....	185 00	241 65	187 58	196 28	320 47	404 83	.....	3,016 99	1,508 96
Dane.....	1,509 67	2,828 50	1,630 61	1,862 00	1,813 00	3,244 37	3,920 81	4,174 25	4,288 31	5,197 36
Dodge.....	1,116 10	5,667 58	1,607 40	1,686 28	1,768 10	3,159 53	4,037 83	3,327 55	4,480 75	5,240 14
Door.....	.....	.....	.....	.....	.....	.....	.....	.....	1,445 00	243 47
Douglas.....	.....	.....	.....	.....	.....	.....	1,150 00	.....	.....	837 57
Dunn.....	.....	.....	.....	.....	.....	.....	.....	.....	472 48	182 00
Eau Claire.....	.....	.....	.....	.....	.....	.....	.....	.....	850 00	600 00
Fond du Lac..	343 29	4,693 77	2,205 47	1,250 07	1,326 77	2,297 52	2,918 61	3,175 96	3,333 66	4,274 88
Grant.....	687 00	1,400 56	1,263 92	1,395 07	1,418 25	2,475 20	5,981 95	3,133 00	3,392 00	3,927 08
Green.....	.....	1,276 81	730 00	943 00	930 00	1,615 00	1,920 20	2,105 00	2,066 52	2,539 83
Green Lake...	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,509 77
Iowa.....	52 00	1,267 71	1,681 69	1,601 19	920 18	1,802 69	3,671 62	2,899 85	1,983 23	3,238 42
Jackson.....	.....	.....	.....	.....	37 80	40 00	196 70	.....	514 65	341 82
Jefferson.....	1,125 21	2,768 43	1,442 77	1,380 00	1,309 56	2,945 15	3,141 37	3,043 60	4,203 73	6,871 93
Juneau.....	.....	.....	.....	.....	.....	.....	.....	.....	910 40	1,177 53
Kewaunee.....	.....	.....	.....	.....	.....	.....	.....	630 00	425 00	433 13
Kenosha.....	.....	2,599 92	2,450 69	2,682 26	2,586 44	3,161 73	5,614 02	6,126 83	6,720 48	6,961 36
La Crosse.....	.....	.....	133 88	402 53	309 11	340 84	315 45	.....	1,120 46	994 53

La Fayette.....	133 00	1,039 99	937 67	1,245 00	1,022 00	1,900 00	2,192 91	2,173 97	2,172 10	2,491 45
La Pointe.....	650 00	790 96	264 16	575 64	551 64	593 85	1,944 78	.....	1,808 17	3,463 65
Manitowoc.....	.....	.....	.....	.....	75 00	464 50	.....	.....	1,291 00	2,409 72
Marathon.....	.....	.....	.....	.....	1,530 66	1,435 48	1,832 08	1,940 60	2,007 00	962 29
Marquette.....	.....	1,072 95	1,817 55	1,200 00	1,530 66	7,412 02	9,837 04	12,221 61	14,672 04	17,026 50
Milwaukee.....	1,602 75	1,782 80	7,456 87	7,535 64	7,913 70	.....	.....	.....	14,672 04	2,943 41
Monroe.....	.....	.....	.....	.....	.....	40 32	698 10	.....	2,020 00	1,853 84
Oconto.....	.....	.....	.....	200 00	80 00	170 00	280 00	915 00	565 95	1,618 44
Outagamie.....	.....	.....	528 37	501 34	397 72	652 84	1,008 92	.....	1,098 10	3,920 67
Ozaukee.....	.....	.....	.....	.....	835 60	1,181 27	1,735 39	.....	1,800 00	500 00
Pepin.....	.....	.....	.....	.....	.....	.....	.....	.....	265 27	638 62
Pierce.....	.....	.....	.....	.....	18 64	487 69	100 00	264 24	554 25	1,583 10
Polk.....	.....	.....	.....	.....	130 00	100 00	.....	.....	643 80	981 99
Portage.....	.....	65 00	.....	111 80	200 12	288 52	209 64	400 51	745 85	6,268 04
Racine.....	3,777 43	2,114 48	1,694 47	2,856 31	2,661 83	3,259 64	3,521 43	3,995 91	16,182 65	1,400 00
Richland.....	.....	.....	368 57	297 89	187 14	313 85	782 25	.....	1,145 00	7,792 52
Rock.....	938 61	6,128 37	3,279 35	4,048 20	4,369 80	6,118 23	6,321 07	.....	7,712 05	1,491 04
St. Croix.....	.....	8 00	64 08	85 18	198 60	388 87	265 22	.....	1,228 14	4,195 37
Sault.....	.....	434 20	1,405 59	1,111 71	782 80	1,415 91	1,391 92	.....	2,017 49	271 94
Shawano.....	.....	.....	.....	.....	.....	.....	419 34	677 68	155 65	6,274 99
Sheboygan.....	1,307 00	2,219 01	1,742 70	2,562 97	2,850 38	3,008 65	3,230 45	2,517 20	3,764 10	865 97
Trempealeau.....	.....	.....	.....	.....	.....	112 41	19 19	469 11	658 86	3,475 17
Walworth.....	1,626 79	6,434 04	1,695 71	2,191 62	1,578 43	2,496 00	3,068 66	2,868 95	2,849 22	3,190 75
Washington.....	547 00	1,054 99	1,587 91	1,840 99	1,522 71	2,019 60	2,531 73	2,565 85	2,612 94	3,660 05
Waukesha.....	812 57	2,297 48	1,730 63	1,797 60	1,775 24	2,924 28	3,402 34	.....	3,176 02	1,585 00
Waupaca.....	.....	.....	.....	144 90	275 00	461 28	736 62	1,008 50	818 00	2,681 00
Waushara.....	.....	.....	.....	268 00	306 13	560 24	1,128 33	.....	2,233 83	4,279 00
Winnebago.....	180 00	1,359 97	1,888 05	1,584 59	2,412 82	2,629 65	2,887 83	3,164 13	3,664 10	688 75
Wood.....	.....	.....	.....	.....	.....	.....	.....	.....	400 94	.....
Total.....	\$16,932 42	\$51,461 38	\$43,567 57	\$46,521 88	\$48,446 35	\$66,900 13	\$90,192 57	\$72,604 83	128,161 04	147,919 56

TABLE NO. 3.

TABLE No. III.
SHOWING NUMBER OF DISTRICTS IN EACH YEAR.

Counties.	1849.	1850.	1851.	1852.	1853.	1854.	1855.	1856.	1857.	1858.	1859.
Adams, .....	.....	.....	.....	.....	14	32	52	75	48	47	62
Adair, .....	.....	.....	7	8	11	13	37	49	65	67	77
Brown, .....	.....	.....	17	17	15	16	28	37	40	46	53
Buffalo, .....	.....	.....	.....	.....	.....	.....	.....	2	7	18	26
Calumet, .....	.....	.....	13	17	17	21	25	30	32	44	52
Chippewa, .....	.....	.....	.....	.....	.....	4	2	4	6	11	10
Clark, .....	.....	.....	.....	.....	.....	.....	.....	2	2	5	6
Columbia, ...	41	71	82	91	98	110	109	111	119	124	133
Crawford, ...	16	20	9	11	13	13	21	36	53	69	83
Dane, ...	97	88	153	218	164	169	169	161	166	176	179
Dodge, ...	132	135	147	133	134	142	138	135	131	139	148
Door, .....	.....	.....	.....	.....	.....	.....	.....	.....	8	8	13
Douglas, .....	.....	.....	.....	.....	.....	.....	2	2	.....	2	3
Dunn, .....	.....	.....	.....	.....	.....	.....	.....	.....	29	.....	22
Kenosha, .....	.....	.....	.....	.....	.....	.....	.....	.....	8	15	21
Fond du Lac, ...	78	101	106	114	119	125	120	124	132	127	133
Grant, ...	89	95	100	109	108	.....	113	114	131	140	150
Green, ...	70	74	79	82	83	94	93	90	98	100	100
Green Lake, .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	45	54
Iowa, .....	.....	51	61	68	62	68	71	83	82	85	85
Jackson, .....	.....	.....	.....	.....	.....	6	7	.....	22	29	27
Jefferson, ...	78	88	91	89	99	93	178	106	107	89	173
Juneau, .....	.....	.....	.....	.....	.....	.....	.....	.....	68	64	63
Kewaunee, .....	.....	.....	.....	.....	.....	.....	.....	.....	6	26	29
Kenosha, .....	.....	61	67	68	54	54	67	49	52	52	70
La Crosse, .....	.....	.....	2	19	12	15	24	26	29	34	44

La Fayette, ...	61	64	69	69	71	77	73	76	82	83	96
La Pointe, ...	7	8	23	33	39	48	62	68	69	85	2
Manitowoc, ...						5	5	6	5	7	87
Marathon, ...	39	50	76	62	74	82	84	90	90	44	78
Marquette, ...	68	62	66	64	64	65	60	64	66	68	68
Milwaukee, ...						8	15	44	54	63	71
Monroe, ...							5	3		7	19
Oconto, ...						7	5			12	19
Ontonagon, ...			19	21	23	23	31	39	44	54	53
Ozaukee, ...					49	54	51	53	52	49	53
Pepin, ...										12	10
Pierce, ...						1	5	10	24	26	30
Polk, ...					8	4			4	5	10
Portage, ...		2		2	10	21	21	30	42	56	51
Racine, ...	123	69	54	66	66	67	58	71	62	55	60
Richland, ...		10	14	18	21	27	45	67	71	77	89
Rock, ...	99	104	104	114	115	108	121	122	206	208	116
St. Croix, ...	1	2	3	6	5	9	10	13	27	30	37
Sauk, ...	26	37	37	43	53		81	187	115	105	117
Shawano, ...							2	2	4	2	7
Sheboygan, ...	53	71	72	79	85	86	91	95	100	102	108
Trempealeau, ...						8	8	7	13	15	19
Walworth, ...	108	100	104	98	92	96	97	107	96	97	99
Washington, ...	112	114	126	146	91	91	89	83	83	81	81
Waukesha, ...	81	101	100	99	85	88	83	85	87	86	85
Waupaca, ...			8		17	22	32	36	52	61	67
Wausara, ...				11	33	30	42	57	59	66	78
Winnebago, ...	38	53	47	50	59	58	67	62	62	65	97
Wood, ...								4	7	12	13
Total, ...	1,430	1,658	1,846	2,076	2,068	2,033	2,479	2,666	3,014	3,181	3,537

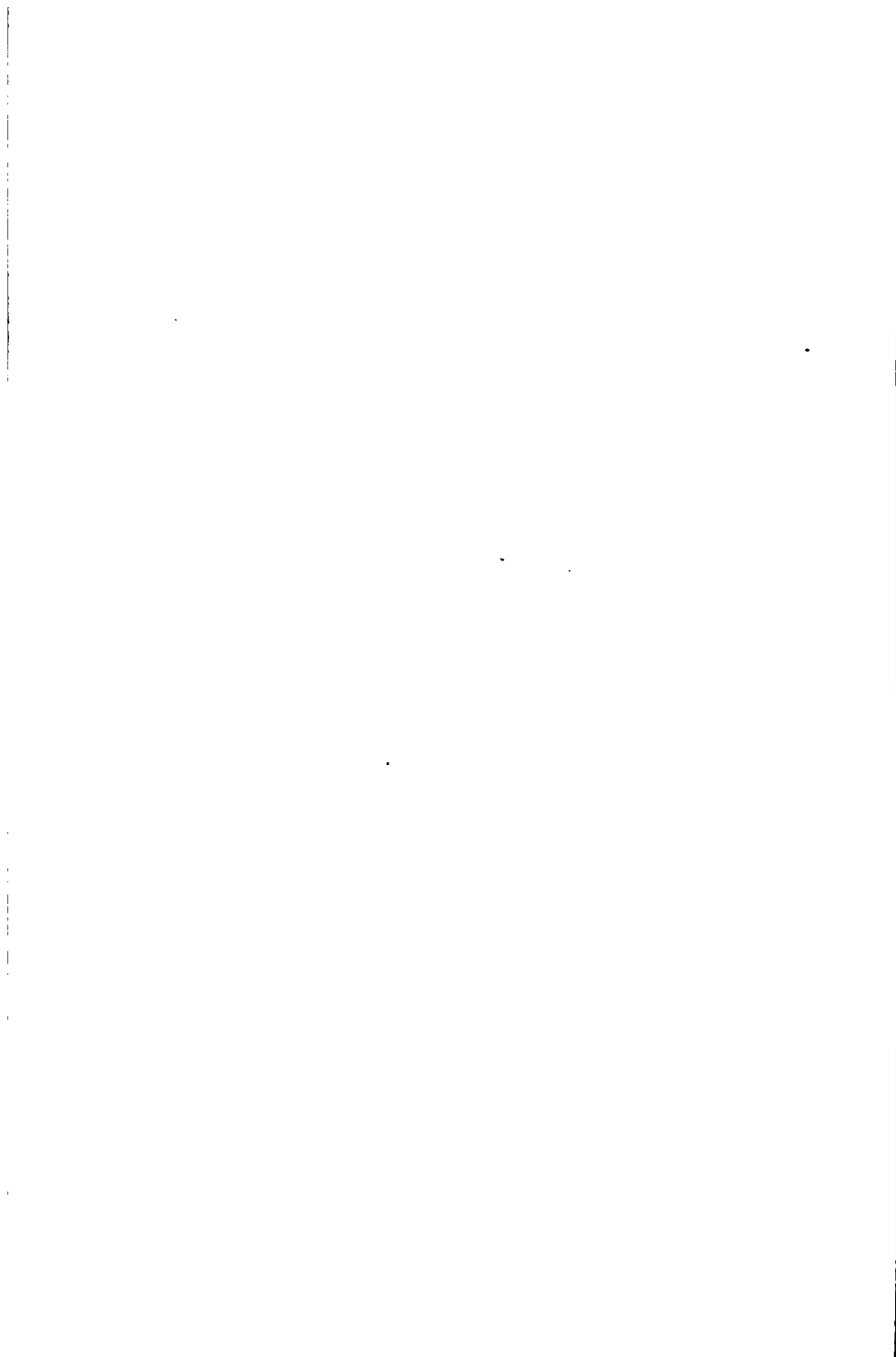


TABLE NO. 4.

TABLE No. IV,

SHOWING

APPORTIONMENT OF SCHOOL FUND INCOME—1859.

Counties and Towns.	No. of Children.	Apportionment.
ADAMS—		
Adams,.....	100	\$64 00
Chester,.....	125	80 00
Dell Prairie,.....	309	197 76
Easton,.....	113	72 32
Grand Marsh,.....	173	110 72
Jackson,.....	195	124 80
Quincy,.....	177	113 28
Richfield,.....	117	74 88
Strong's Prairie,.....	326	208 64
Springville,.....	233	149 12
White Creek,.....	93	59 42
Preston,.....	88	56 32
New Haven,.....	200	128 00
Leola,.....	.....	.....
Rome,.....	22	14 08
Verona,.....	.....	.....
Brownville,.....	.....	.....
	2,271	\$1,453 44
BAD Ax—		
Webster,.....	98	\$62 72
Greenwood,.....	118	75 52
Harmony,.....	97	62 08
Hillsborough,.....	180	121 60
Stirling,.....	180	115 20
Viroqua,.....	543	347 52
Forest,.....	87	55 68
Whitestown,.....	43	27 52
Union,.....	53	33 92
Franklin,.....	296	189 44
Kickapoo,.....	305	195 20
Wheatland,.....	177	113 28
Christiana,.....	232	148 48
Jefferson,.....	438	280 32
Liberty,.....	.....	.....
Bergen,.....	58	37 12
Clinton,.....	19	12 16
Hamburg,.....	119	76 76
	3,653	\$1,953 92

Table No. IV.—continued.

Counties and Towns.	No. of Children.	Apportion- ment.
BROWN—		
Green Bay City.....	917	\$586 88
Green Bay Town.....	1,446	925 24
Pittsford.....		
New Denmark.....	138	88 32
Lawrence.....	203	161 92
Howard.....	429	274 56
Depere Village.....	201	128 64
Bellevue.....	278	177 92
Wrights Town.....	166	106 24
Morrison.....	76	48 64
Holland.....	214	136 96
Howardborough.....	141	90 24
Rockland.....	118	75 52
Depere.....	126	80 64
Glenmore.....	113	72 32
Suamico.....	160	102 40
	4,776	\$3,056 64
BUFFALO—		
Alma.....		
Buffalo.....	116	\$74 24
Belvidere.....	126	80 64
Bloomington.....	112	71 68
Cold Springs.....	35	22 40
Cross.....	93	59 52
Eagle Mills.....		
Gilmanton.....	31	19 84
Nelson.....		
Naples.....	73	46 72
Waumundee.....	127	81 28
	713	\$456 32
CALUMET—		
Brothertown.....	399	\$255 36
Brillion.....	55	35 20
Charlestown.....	261	167 04
Chilton.....	356	277 84
New Holstein.....	302	193 28
Rantoul.....	83	53 12
Stockbridge.....	376	240 64
Woodville.....	104	66 56
Harrison.....	259	165 76
	2,195	\$1,404 80

Table No. IV.—continued.

Counties and Towns.	No. of Children.	Apportionment.
CHIPPewa—		
Chippewa Falls,.....	104	\$66 56
Eagle Point,.....	79	50 56
La Fayette,.....	86	55 04
	269	\$172 16
CLARK—		
Weston,.....	50	\$32 00
Pine Valley,.....	121	77 44
Levis, ...	11	7 04
	182	\$116 48
CRAWFORD—		
Prairie du Chien,.....	876	\$560 44
Eastman,.....	260	166 40
Marietta,.....	212	135 68
Seneca,.....	262	167 68
Scott,.....	328	209 92
Utica,.....	239	152 96
Clayton,.....	270	172 80
Freeman,.....	251	160 64
Wauseka,.....	98	61 44
	2,794	\$1,788 16
COLUMBIA—		
Arlington,.....	251	\$160 64
Caledonia,.....	333	212 48
Portland,.....	416	266 24
Columbus,.....	787	471 68
Dekorra,.....	413	264 32
Fountain Prairie,.....	426	272 64
Ft. Winnebago,.....	284	181 76
Hampden,.....	344	220 16
Leeds,.....	322	206 08
Lowville,.....	284	181 76
Lodi, ...	461	295 04
Lewiston,.....	385	246 40
Marcellon,.....	402	257 28
Newport,.....	382	244 48
Otsago,.....	415	265 60
Pacific,.....	121	77 44
Portage,.....	1,081	691 84
Randolph,.....	431	275 84
Scott,.....	332	212 48
Spring Vale,.....	302	193 28
West Point,.....	266	170 24
Wycocena,.....	500	320 00
	8,887	\$5,687 68

Table No. IV.—continued.

Counties and Towns.	No. of Children.	Apportion- ment.
DANE—		
Albion,.....	419	\$268 16
Black Earth,.....	342	218 88
Blooming Grove,.....	261	167 04
Blue Mounds,.....	281	179 84
Bristol,.....	446	285 44
Burke,.....	380	211 20
Berry,.....	205	131 20
Christiana,.....	578	369 92
Cottage Grove,.....	492	314 88
Cross Plains,.....	374	239 36
Dane,.....	367	234 88
Deerfield,.....	336	215 04
Dunkirk,.....	593	379 52
Dunn,.....	331	211 84
Fitchburg,.....	427	273 28
Madison,.....	224	143 36
Madison City,.....	2,144	1,372 16
Medina,.....	405	259 20
Middleton,.....	454	290 56
Montrose,.....	340	217 60
Oregon,.....	451	288 64
Perry,.....	227	145 28
Primrose,.....	349	223 36
Pleasant Springs,.....	498	318 72
Roxbury,.....	437	279 68
Rutland,.....	457	292 48
Ray,.....	305	195 20
Spring Dale,.....	318	203 52
Springfield,.....	404	258 56
Sun Prairie,.....	373	238 72
Vermont,.....	204	130 56
Vienna,.....	218	139 52
Verona,.....	468	299 52
Westport,.....	306	195 84
Windsor,.....	340	217 60
York,.....	378	241 92
	15,082	\$9,652 48
DODGE—		
Ashippun,.....	608	\$385 92
Beaver Dam,.....	546	349 44
Beaver Dam City,.....	877	561 28
Burnet,.....	865	233 60
Calamus,.....	336	215 04
Chester,.....	619	396 16
Clyman,.....	570	364 00
Elba,.....	548	350 72
Emmet,.....	589	376 96
Herman,.....	677	433 28
Fox Lake,.....	848	542 72
Hubbard,.....	945	604 80
Hustisford,.....	578	369 92

Table No. IV.—continued.

Counties and Towns.	No. of Children.	Apportionment.
DODGE—continued.		
Le Roy, ...	399	\$255 36
Lomira, ...	408	281 12
Lowell, ...	781	499 84
Oak Grove, ...	786	471 04
Lebanon, ...	702	449 28
Portland, ...	450	288 00
Rubicon, ...	805	515 20
Shields, ...	607	388 48
Theresa, ...	789	504 96
Trenton, ...	651	416 64
Westford, ...	188	120 32
Williamstown, ...	722	462 08
	15,389	\$9,816 96
DOOR—		
Otumba, ...	230	\$147 20
Gibraltar, ...	105	67 20
Forestville, ...		
Washington, ...		
	385	\$214 40
DOUGLAS—		
Superior, ...	174	\$111 36
DUNN—		
Menomonee, ...	60	\$38 40
Dunn, ...	111	71 04
Eau Galla, ...	56	35 84
Rock Creek, ...	87	56 68
Spring Brook, ...	189	88 96
	453	\$289 92
EAU CLAIRE—		
Eau Claire, ...	274	\$175 36
Half Moon, ...	181	83 84
Bridge Creek, ...	92	58 88
Brunswick, ...	63	40 32
	560	\$358 40
FOND DU LAC—		
Fond du Lac, (City,)	1,889	\$1,176 96
Ripon, (City,)	533	341 12
Waupun, (Village,)	696	446 72
Fond du Lac, ...	455	291 20
Ripon, ...	800	192 00
Waupun, ...		
Metomen, ...	567	375 68
Alto, ...	428	273 92
Byron, ...	457	292 48
Rosendale, ...	477	305 28

Table No. IV.—continued.

Counties and Towns.	No. of Children.	Apportionment.
FOND DU LAC—continued.		
Spring Vale,.....	485	\$310 40
Oakfield,.....	420	268 80
Lamartine,.....	382	244 48
Empire,.....	323	206 72
El Dorado,.....	478	305 92
Friendship,.....	242	154 88
Calumet,.....	550	352 00
Taycheedah,.....	583	373 12
Ashford,.....	610	390 40
Forest,.....	472	302 08
Eden,.....	428	273 92
Marshfield,.....	487	311 68
Auburn,.....	388	248 82
Osceola,.....	322	206 08
	11,944	\$7,644 16
GRANT—		
Beetown,.....	470	\$300 80
Clifton,.....	377	241 28
Cassville,.....	525	336 00
Ellenboro,.....	363	232 32
Fennimore,.....	510	326 40
Harrison,.....	418	267 52
Hazel Green,.....	958	613 12
Jamestown,.....	476	304 64
Lima,.....	399	255 36
Little Grant,.....	188	120 32
Liberty,.....	172	110 08
Lancaster,.....	716	453 24
Marion,.....	320	204 80
Millville,.....	619	396 16
Muscoda,.....	246	157 44
Paris,.....	263	168 32
Patch Grove,.....	402	257 28
Plattville,.....	1,038	664 32
Potosi,.....	1,003	641 92
Smeltzer,.....	459	293 76
Waterloo,.....	198	126 72
Wyalusing,.....	212	135 68
Wingville,.....	240	153 60
Blue River,.....	106	67 84
Hickory Grove,.....	193	123 52
Waterstown,.....	139	88 96
	11,010	\$7,046 40
GREEN—		
Albany,.....	486	\$311 04
Adams,.....	249	159 36
Brooklyn,.....	395	252 80
Clarno,.....	682	436 48
Cadiz,.....	445	284 80

Table No. IV.—continued.

Counties and Towns.	No. of Children.	Apportionment.
GREEN—continued.		
Decatur,.....	589	\$376 96
Jefferson,.....	559	357 76
Jordan,.....	353	225 92
Monroe,.....	919	583 16
Mt. Pleasant,.....	444	284 16
Exeter,.....	355	227 20
York,.....	223	145 92
Washington,.....	307	196 48
Spring Grove,.....	433	309 12
Sylvester,.....	434	309 76
New Glarus,.....	302	193 28
	7,230	\$4,659 20
GREEN LAKE—		
Berlin, (City,).....	707	\$452 48
Berlin,.....	333	245 12
Brooklyn,.....	393	251 52
Dayton,.....	279	173 56
Green Lake,.....	419	263 16
Kingston,.....	346	221 44
Manchester,.....	333	243 32
Marquette,.....	201	123 64
Mackford,.....	333	245 12
Princeton,.....	592	373 88
St. Marie,.....	229	146 56
Seneca,.....	151	96 64
Markesan Village,.....	127	81 28
	4,598	\$2,942 72
IOWA—		
Arena,.....	392	\$250 88
Clyde,.....	221	141 44
Dodgeville,.....	1,260	806 40
Highland,.....	810	518 40
Linden,.....	639	408 96
Miffin,.....	450	283 00
Mineral Point,.....	503	321 92
Mineral Point City,.....	1,209	773 76
Pulaski,.....	341	213 24
Ridgeway,.....	703	449 92
Wyoming,.....	295	183 80
Waldwick,.....	403	.....
	7,226	\$4,624 64
JACKSON—		
Albion,.....	390	\$249 60
Alma,.....	152	97 28
Bristol,.....	164	104 96
Hixton,.....	80	51 20
Irving,.....	114	72 96

Table No. IV.—continued.

Counties and Towns.	No. of Children.	Apportionment.
JACKSON—continued.		
Manchester, ...	40	\$25 60
Northfield, ...	88	24 82
	978	625 92
LA POINTE—		
La Pointe, ...	37	\$23 68
Bayport, ...		
	37	\$23 68
JEFFERSON—		
Astalan, ...	306	\$195 84
Jefferson, ...	989	632 96
Koshkonong, ...	842	538 88
Watertown, ...	1,009	645 76
Oakland, ...	402	257 28
Ixonia, ...	728	464 64
Lake Mills, ...	563	360 32
Milford, ...	545	348 80
Cold Spring, ...	351	224 64
Farmington, ...	655	419 20
Palmyra, ...	675	432 00
Waterloo, ...	607	388 48
Hebron, ...	378	241 92
Concord, ...	562	359 68
Sullivan, ...	579	370 56
Watertown, (City), ...	2,019	1,292 16
	11,208	\$7,173 12
JUNEAU—		
Marion, ...	107	\$68 48
Summit, ...	148	94 72
Fountain, ...	120	76 80
Lemonwier, ...	378	241 92
Wonweoc, ...	157	100 48
Lindina, ...	513	328 82
Armenia, ...	72	46 08
Germantown, ...	224	143 86
Lisbon, ...	273	174 72
Kildare, ...	246	157 44
Orange, ...	63	40 32
Necedah, ...	147	94 08
Plymouth, ...	163	104 82
Clearfield, ...	24	15 86
Lyndon, ...	79	50 56
Seven Mile Creek, ...	123	77 72
	2,837	\$1,815 68

Table No. IV.—continued.

Counties and Towns.	No. of Children.	Apportionment.
Kewaunee—		
Wolf, ...	384	\$245 76
Carlton, ...	67	42 88
Red River, ...	226	144 64
Montpelier, ...	80	19 20
Casco, ...	198	126 72
Franklin, ...	184	117 76
Coryville, ...	32	20 48
Kewaunee, ...	147	94 08
	1,268	\$811 52
Kenosha—		
Kenosha, (City), ...	1,428	\$918 92
Pleasant Prairie, ...	559	357 76
Bristol, ...	511	327 04
Salem, ...	543	347 52
Wheatland, ...	623	398 72
Brighton, ...	478	305 92
Paris, ...	478	305 92
Somers, ...	472	302 08
	5,092	\$3,258 88
La Crosse—		
Greenfield, ...	205	\$131 20
La Crosse City, ...	951	608 64
Buchanan, ...		
Campbell, ...	132	84 48
Onalaska, ...	326	208 64
Holland, ...	80	51 20
Jackson, ...	141	90 24
Farmington, ...	235	150 40
Burns, ...	220	140 80
Barre, ...	278	177 92
Neshonoc, ...	151	96 64
Bangor, ...	196	125 44
	2,915	\$1,865 60
Lafayette—		
Argyle, ...	378	\$241 92
Belmont, ...	249	159 36
Benton, ...	830	531 20
Centre, ...	605	387 20
Elk Grove, ...	548	350 72
Fayette, ...	424	271 86
Gratiot, ...	413	264 82
Kendall, ...	406	259 84
Monticello, ...	153	97 92
New Diggings, ...	685	425 60
White Oak Springs, ...	252	161 28
Willow Springs, ...	369	236 16
Wiota, ...	641	410 24

Table No. IV.—continued.

Counties and Towns.	No. of Children.	Apportionment.
LA FAYETTE—continued—		
Wayne,.....	233	\$149 12
Shullsburg,.....	984	597 76
	7,100	\$4,544
MANITOWOC—		
Buchanan, ...	321	\$205 44
Cato,.....	451	288 64
Centreville,.....	395	252 80
Cooperstown,.....	322	206 08
Eaton,.....	181	115 84
Franklin,.....	335	214 40
Kossuth,.....	468	299 52
Manitowoc,.....	1,103	705 92
Manitowoc Rapids,.....	474	303 36
Maple Grove,.....	248	158 72
Meeme,.....	378	241 92
Mishicot,.....	674	431 36
Newton,.....	488	312 32
Rockland,.....	188	120 32
Schleswig,.....	170	108 80
Two Rivers,.....	809	517 76
	7,005	\$4,483 20
MARATHON—		
Wausau, ...	182	\$116 48
Mosinee,.....	115	73 60
Bau Claire,.....		
Jenney,.....	38	24 32
Texas,.....		
	335	\$214 40
MARQUETTE—		
Buffalo,.....	291	\$186 24
Chrystal Lake,.....	185	118 40
Harris,.....	186	119 04
Moundville,.....	373	238 72
Montello,.....	262	167 68
Mecan,.....	160	102 40
Neshkoro,.....	95	60 80
Newton,.....	220	140 80
Oxford,.....	262	167 68
Packwaukee,.....	215	137 60
Shields,.....	222	142 08
Springfield,.....	108	67 84
Westfield,.....	157	100 48
Chrystal Lake,—(additional).....	19	12 16
	2,758	\$1,761 92

Table No. IV.—continued.

Counties and Towns.	No. of Children.	Apportionment.
MILWAUKEE—		
Franklin,.....	677	\$433 28
Greenfield,.....	974	623 36
Wauwatosa,.....	1,019	652 16
Granville,.....	1,033	661 12
Oak Creek,.....	821	525 44
Lake,.....	783	469 12
Milwaukee,.....	927	593 28
Milwaukee City,.....	13,349	8,543 36
	19,533	\$12,501 12
MONROE—		
Adrian,.....	123	\$78 72
Angelo,.....	126	80 64
Clifton,.....	80	19 20
Eaton,.....	20	12 80
Glendale,.....	83	56 32
Greenfield,.....	217	138 88
Leon,.....	195	124 80
La Fayette,.....	87	55 68
Le Roy,.....	64	40 96
Little Falls,.....	122	78 08
Portland,.....	155	99 20
Ridgerville,.....	111	71 04
Sparta,.....	491	314 24
Sheldon,.....	106	67 84
Tomah,.....	81	51 84
Wellington,.....	68	40 32
Wilton,.....	126	80 64
	2,205	\$1,411 20
OCONTO—		
Marinette,.....	159	\$101 76
Oconto,....	271	173 44
Stiles,.....	114	72 96
Pensaukee,.....	101	64 64
	645	\$412 80
OUTAGAMIE—		
Appleton (City),.....	643	\$411 52
Bovina,.....	65	41 60
Buchanan,.....	105	67 20
Center,.....	120	76 80
Ellington,.....	215	137 60
Embarrass,.....	67	42 88
Freedom,.....	267	170 88
Grand Chute,.....	234	149 76
Greenville,.....	293	187 52
Hortonia,.....	219	140 16
Kaukana,.....	349	223 86

Table No. IV.—continued.

Counties and Towns.	No. of Children.	Apportionment.
OUTAGAMIE—continued—		
Liberty,.....	63	\$40 32
Medina,.....	179	114 56
	2,819	\$1,804 16
OZAUKEE—		
Belgium,.....	1,000	\$640 00
Cedarburg,.....	1,161	743 04
Fredonia,.....	708	458 12
Grafton,.....	690	441 60
Mequon,.....	1,329	850 56
Port Washington,.....	984	629 76
Saukville,.....	676	432 64
	6,548	\$4,190 72
POLK—		
Le Roy,.....	182	\$116 48
St. Croix,.....	98	59 52
Alden,.....	13	8 32
Sterling,.....		
	288	\$184 32
PIERCE—		
Prescott,.....	330	\$211 20
River Falls,.....	164	104 96
Oak Grove,.....	50	32 00
Clifton,.....	43	27 52
Perry,.....	41	26 24
Martell,.....	69	44 16
Isabelle,.....	35	22 40
Hartland,.....		
Pleasant Valley,.....	102	65 28
Trenton,.....	85	22 40
Trimbelle,.....	109	69 76
Diamond Bluff,.....	60	38 40
	1,038	\$664 32
PORTAGE—		
Amherst,.....	78	\$49 92
Almond,.....	137	97 68
Belmont,.....	173	110 72
Buena Vista,.....	163	104 32
Lanark,.....	129	82 56
Linwood,.....	23	14 72
New Hope,.....	120	76 80
Pine Grove,.....	98	62 72
Plover,.....	288	184 32
Stevens Point,.....	558	357 12
Stockton,.....	184	117 76
	1,951	\$1,248 64

Table No. IV.—continued.

Counties and Towns.	No. of Children.	Apportion- ment.
PEPIN—		
Pepin, ...	356	\$227 84
Bear Creek, ...	123	78 72
Albany, ...	22	14 08
Frankfort, ...	41	26 24
Waubesa, ...	58	37 12
Lima, ...	18	8 32
	613	\$392 32
RACINE—		
Burlington, ...	832	\$532 48
Rochester, ...	381	243 84
Dover, ...	436	279 04
Waterford, ...	563	360 32
Norway, ...	363	232 32
Yorkville, ...	514	323 96
Raymond, ...	478	304 64
Caledonia, ...	642	410 88
Racine, ...	437	279 68
Mt. Pleasant, ...	547	350 08
Racine City, ...	3,243	2,075 52
	8,434	\$5,397 76
RICHLAND—		
Akan, ...	86	\$55 04
Bloom, ...	221	141 44
Buena Vista, ...	332	212 48
Dayton, ...	188	120 32
Eagle, ...	238	152 32
Forest, ...	185	118 40
Henrietta, ...	179	114 56
Ithaca, ...	388	248 32
Marshall, ...	216	138 24
Rockbridge, ...	196	125 44
Richland, ...	335	214 40
Richmond, ...	242	154 88
Richwood, ...	343	219 52
Sylvan, ...	195	124 80
Westford, ...	187	119 68
Willow, ...	125	80 00
	3,656	\$2,339 84
ROCK—		
Avon, ...	390	\$249 60
Beloit, ...	270	172 80
Bradford, ...	437	279 68
Center, ...	389	248 96
Clinton, ...	613	393 32
Fulton, ...	749	479 36
Harmony, ...	340	217 60
Janesville, ...	341	218 24

Table No. IV.—continued.

Counties and Towns.	No. of Children.	Apportion- ment.
Rock—continued—		
Johnstown,.....	441	\$282 24
Lima,.....	433	277 12
La Prairie,.....	298	190 72
Milton,.....	554	354 56
Magnolia,.....	443	283 52
Newark,.....	469	300 16
Porter,.....	487	311 68
Plymouth,.....	465	297 60
Rock,.....	452	289 28
Spring Valley,.....	398	254 72
Turtle,.....	482	308 48
Union,.....	683	437 12
Janesville, (City).....	3,556	2,275 84
Beloit, (City).....	1,333	853 12
	14,023	\$8,974 12
SHAWANO—		
Richmond,.....		
Shawano,.....	50	\$32 00
Belle Plain,.....		
Matteson,.....		
Waukejohn,.....		
	50	\$32 00
SAUK—		
Prairie du Sac,.....	623	\$398 72
Franklin,.....	353	225 92
Honey Creek,.....	366	234 24
Westfield,.....	284	181 76
Dellona,.....	213	136 32
Baraboo,.....	706	451 84
Excelsior,.....	268	171 52
Winfield,.....	224	143 36
Woodland,.....	125	80 00
Reedsburg,.....	472	302 08
Marston,.....	474	303 36
Troy,.....	263	168 32
Washington,.....	338	216 32
Greenfield,.....	212	135 68
Kingston,.....	363	232 32
Spring Green,.....	287	183 68
Freedom,.....	216	138 24
Fairfield,.....	229	146 56
Merrimac,.....	262	167 68
New Buffalo,.....	429	274 56
	6,707	\$4,292 48
TREMPELEAU,		
Trempeleau,.....	298	\$190 72
Gale,.....	144	92 16

Table No. IV.—continued.

Counties and Towns.	No. of Children.	Apportionment.
TRUMPENAU—continued—		
Arcadia,.....	41	\$26 24
Preston,.....	66	42 24
Sumner,.....		
	549	\$351 36
SHEBOYGAN—		
Sheboygan, (City).....	1,361	\$371 04
Sheboygan Falls (Village,)	428	273 92
Sheboygan Falls,.....	547	350 08
Scott,.....	484	309 76
Abbott,.....	553	353 92
Holland,.....	784	501 76
Mitchell,.....	356	227 84
Lyndon,.....	600	384 00
Lima,.....	683	437 12
Wilson,.....	392	250 88
Russell,.....	140	89 60
Plymouth,.....	705	451 20
Greenbush,.....	509	325 76
Hermann,.....	591	378 24
Moselle,.....	342	218 88
Rhine,.....	368	235 52
Sheboygan,.....	322	206 08
	9,165	\$5,865 60
WALWORTH—		
Sharon,.....	682	\$436 48
Darien,.....	564	360 96
Richmond,.....	322	206 08
Whitewater,.....	1,107	708 48
Walworth,.....	560	358 40
Delavan,.....	841	538 24
Sugar Creek,.....	407	260 48
La Grange,.....	502	321 28
Linn,.....	412	263 68
Geneva,.....	873	558 72
Lafayette,.....	451	288 64
Troy,.....	465	297 60
Bloomfield,.....	515	329 60
Hudson,.....	594	380 16
Spring Prairie,.....	533	341 12
East Troy,.....	647	414 08
Elk Horn,.....	420	268 80
	9,895	\$6,332 80
WASHINGTON—		
Addison,.....	738	\$472 32
Barton,.....	469	300 16
Erin,.....	655	419 20
Farmington,.....	652	417 36

RECAPITULATION OF TABLE No. IV.

Total number of Children,.....	264,352	
Amount apportioned,.....		\$169,185 28
Paid for Educational Journal,.....		2,187 50
Paid Dodge County, additional per Chapter 23, General Laws, 1859,.....		114 75
		<u>\$171,487 53</u>

Apportionment, 64 cents per Scholar.

Table No. IV.—continued.

Counties and Towns.	No. of Children.	Apportionment.
WAUSHARA—		
Bloomfield,.....	81	\$51 84
Coloma,.....	148	94 72
Dakotah,.....	172	110 06
Deerfield,.....	66	42 24
Hancock,.....	149	95 36
Leon,.....	280	179 20
Marion,.....	217	138 88
Mount Morris,.....	159	101 76
Oasis,.....	166	106 24
Plainfield,.....	835	214 40
Poyssippi,.....	181	83 84
Richford,.....	209	133 76
Rose,.....	14	8 96
Sacramento,.....	242	154 88
Saxville,.....	248	156 72
Springwater,.....	163	104 32
Warren,.....	183	117 12
Wautoma,.....	250	160 00
	3,213	\$2,056 32
WOOD—		
Centralia,.....	74	\$47 36
Dexter,.....		
Grand Rapids,.....	234	149 76
Hemlock,.....	45	28 80
Rudolph,.....	63	40 32
Saratoga,.....	114	72 96
	530	\$339 20
WINNEBAGO—		
Algoma,.....	244	\$156 16
Black Wolf,.....	245	156 80
Clayton,.....	371	237 44
Neeah,.....	549	351 36
Menasha,.....	538	344 32
Nekimi,.....	370	236 80
Nepeuskun,.....	323	206 08
Oshkosh,.....	247	158 08
Oshkosh (city),.....	1,708	1,069 92
Orihula,.....	43	27 62
Omro,.....	812	519 68
Poygun,.....	233	149 12
Rushford,.....	687	407 68
Utica,.....	459	293 76
Vinland,.....	332	212 48
Winneconne,.....	397	254 08
Winchester,.....	411	263 04
	7,913	\$5,094 32

RECAPITULATION OF TABLE No. IV.

Total number of Children,.....	264,352	
Amount apportioned,.....		\$169,185 28
Paid for Educational Journal,.....		2,187 50
Paid Dodge County, additional per Chapter 23, General Laws, 1859,.....		114 75
		<u>\$171,487 53</u>
Apportionment, 64 cents per Scholar.		

TABLE NO. 5. •

TABLE No. V.

Names of Couples and Towns.	No. of School Districts.	No. of Dist. which have not Rep.	No. of parts of Districts.	No. of Dist. which have not Rep.	No. School Houses in Joint Dist.	Average No. of months Schools have been taught.	No. of Male Children residing in Town, over 4 and under 20 years of age.	No. of Female Children residing in Town, over 4 and under 20 years of age.	Total No. of Children residing in Town, over 4 and under 20 years of age.	No. of Children over 4 and under 20 years of age who have attended School.	No. of Children under 4 years of age who have attended School.	Average No. of months Children have attended School.	Average No. of months Schools have been taught by a Male Teacher.	Average No. of months Schools have been taught by a Female Teacher.	Average amount of Wages per month paid to Male Teachers.	Average amount of Wages per month pd. to Female Teachers.
ADAMS—	3	..	1	..	..	15 4-5	83	82	165	1	..	4	3-5	5 1-5	\$15 00	\$9 40
Adams, ...	..	..	..	..	..	13	4	7	11	..	..	2 1-2	..	3	..	12 00
Barton, ...	1	..	1	..	..	18	6	19	25	1	..	..	..	..	..	8 00
Brownville, ..	3	..	4	..	..	15 4-7	68	73	141	3	1	4 6-7	4-7	4 8-7	24 00	9 27
Chester, ...	3	..	3	..	..	6 4-5	183	183	366	3	13	6 4-5	2 2-5	4 1-5	28 76	11 32
Dell Prairie,...	3	..	1	..	..	5 3-5	59	59	118	4	1	4	2 3-5	3 2-5	22 50	11 80
Easton, ...	4	..	..	..	..	6 4-5	91	80	171	3	1	2 7-10	2 3-5	4 3-5	16 00	8 00
Grand Marsh,...	3	..	3	..	..	8	104	94	198	4	1	2 1-2	7-9	6	15 00	9 11
Jackson,.....	7	1	3	..	..	8 1-2	19	27	46	..	..	2 5-8	..	8 1-2	..	9 11
Leola,.....	3	..	..	..	..	6 1-3	59	56	115	..	..	6	1 1-3	5	21 00	12 00
Monroe, ...	3	..	..	..	..	14 1-3	27	29	56	..	..	4 1-7	4 1-3	4 1-3	..	6 25
Newark Valley,...	3	1	3	..	..	25 6-7	122	100	222	1	10	8 4-7	1 6-7	4	23 00	9 50
New Haven,....	3	..	3	..	..	24 8-29	80	61	141	2	..	8 5-6	1-2	3 3-4	25 00	9 00
Preston,.....	3	..	2	..	..	15 2-5	63	51	114	5	..	3 3-5	1 1-2	3 3-10	18 00	10 80
Quincy, ...	3	..	2	..	..	15 1-3	55	43	98	2	..	2 1-8	8-4	4 1-4	19 33	9 25
Richfield,.....	3	..	..	..	..	8	24	25	49	..	..	..	..	3	..	8 00
Rome, ...	3	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..

Strong's Prairie, ..	4	...	...	...	108	118	226	.....	.....	4	.....	1 3-4	4 8-4	20 00	8 75
Springville, ...	5	3	3	3 5 1-2	150	140	290	.....	.....	.....	3 8-4	1 9-10	8 1-2	22 50	9 71
White Creek, ...	1	2	2	6 1-3	43	87	80	.....	.....	2	.....	3 1-3	4 7-12	22 00	9 75
	62	1	29	2 16 5	1,370	1,218	2,568	.....	.....	33	3 1-2	1	4	20 87	9 53
BAD AX—															
Bergen, ...	6	1	2	2	84	95	179	.....	.....	.....	2	1-3	1 7-8	14 00	5 75
Christiana, ...	4	.....	.....	3	121	127	248	.....	.....	5	2	2	1	22 00	16 50
Clinton, ...	4	.....	.....	3	15	20	35	.....	.....	.....	1 7-11	1 1-2	1 1-2	22 50	2 00
Coon, ...	8	2	2	3	51	48	99	.....	.....	18	2	3	.....	26 50	.....
Franklin, ...	8	2	1	4 1-8	160	160	320	.....	.....	2	5 2	1 1-2	1 1-2	21 00	14 60
Forest, ...	8	1	1	1 3 4	48	38	86	.....	.....	3	1 2 1-4	2 1-4	3-4	19 66	14 00
Greenwood, ...	8	3	.....	5 1-5	57	60	117	.....	.....	4	1 1-5	1 1-5	4	6 50	10 40
Hillsborough, ..	5	1	1	1 5	88	86	174	.....	.....	4	2 3 5	1 4-5	3 1-5	23 33	9 00
Hamburg, ...	2	.....	.....	4 1-2	65	72	137	.....	.....	1	3 4 1-2	3	1 1-2	18 62	12 00
Harmony, ...	3	3	1	1 3 4	51	54	105	.....	.....	4	4 3 1-3	1 1-5	2 4-5	20 00	10 00
Jefferson, ...	7	2	2	2 3 8-7	173	145	318	.....	.....	10	2 4-7	2 9-14	1 2-7	27 25	11 66
Kickapoo, ...	5	1	1	1 5	144	131	275	.....	.....	8	4 2-5	3 3-5	1 2-5	23 20	13 00
Liberty, ...	1	5	.....	5 2-3	52	86	88	.....	.....	5	3 1-2	4	5	17 55	11 87
Stark, ...	1	2	2	1 3	21	18	39	.....	.....	2	4 3 2-3	.....	3	.....	9 33
Sterling, ...	5	3	.....	3 1-2	114	86	200	.....	.....	2	1 2 3-5	7-8	2 5-8	17 50	10 85
Union, ...	1	1	1	1 3	11	15	26	.....	.....	2	3	8	.....	20 00	.....
Viroqua, ...	6	6	.....	4 4 1-6	279	255	534	.....	.....	5	2 2-3	3	1 1-3	20 10	13 50
Wheatland, ...	3	3	3	3 1-2	112	85	197	.....	.....	3	3	3 2-5	3	20 60	14 00
Webster, ...	4	2	1	1 3 3-5	69	65	134	.....	.....	.....	2 4-5	2 2-5	1 1-5	15 41	7 00
Whitestown, ...	1	2	2	2 3	26	25	51	.....	.....	3	4 1-3	3	3	13 00	9 00
	77	7	38	5 13 1-2	1,741	1,621	3,362	96	96	56	3	2	2 1-4	17 33	10 80
BROWN—															
Bellevue, ...	1	.....	.....	9	136	152	288	.....	.....	.....	4 1-2	.....	9	.....	20 00
Depere, ...	3	.....	.....	3 2-3	79	67	146	.....	.....	4	5 1-2	3 1-2	1 1-2	13 00	12 00
Depere, village, ..	1	.....	.....	5	96	88	179	.....	.....	2	2 8-11	5	.....	40 18	.....
Green Bay, ...	9	1	1	6 5-9	700	707	1,407	.....	.....	.....	6 5-9	4 5-9	2	20 50	18 00

Table No. V.—continued.

Names of Counties and Towns.	No. of School Districts.	No. of Dist. which have not Rep.	No. of parts of Districts.	No. p's Dist. which have not Rep.	No. School Houses in Joint Dist.	Average No. of months Schools have been taught.	No. of Male Children residing in Town, over 4 and under 20 years of age.	No. of Female Children residing in Town, over 4 and under 20 years of age.	Total No. of Children residing in Town, over 4 and under 20 years of age.	No. of Children over 4 and under 20 years of age who have attended School.	No. of Children under 4 years of age who have attended School.	No. of Children over 20 years of age who have attended School.	Average No. of months Children between 4 and 20 years of age have attended School.	Average No. of months Schools have been taught by a Male Teacher.	Average No. of months Schools have been taught by a Female Teacher.	Average amount of Wages per month paid to Male Teachers.	Average amount of Wages per month pd. to Female Teachers.
Brown—continued.	53	2	9	..	1	6 2-3	2,855	2,482	5,337	170	22	15	4 3-5	4	3	\$22 48	\$14 26
Green Bay City.	1	..	..	..	..	12	706	520	1,226	..	3	1	4 1-4	12	12	\$47 83	\$18 47
Glenmore,.....	3	1	..	..	..	28-9	84	62	146	86	1	..	28-9	2	1 2-3	15 50	12 00
Howard,.....	1	1	1	1	1	6 4-5	194	183	352	..	3	..	..	..	..	24 90	14 50
Howard Ft. Bor.,	1	1	1	1	1	18	72	64	136	84	..	..	8	8	..	32 50	..
Holland,.....	4	..	..	..	..	4	145	120	265	..	1	..	4	4	..	18 15	..
Lawrence,.....	4	1	..	..	..	4 2-5	149	103	252	..	1	1	3	2 2-5	1 4-5	18 00	13 00
New Denmark,...	3	1	1	1	1	5	73	80	153	..	..	..	6	4	3 2-3	18 50	13 75
Morrison,.....	3	..	..	..	..	4 2-3	59	44	103	..	..	..	4	1	3 2-3	18 00	13 33
Preble,.....	1	3	..	..	..	6 1-3	105	86	191	..	1	..	6	2	4	20 00	15 00
Pittsfield,.....	3	3	..	..	..	3	16	17	33	..	..	..	3	..	..	..	4 00
Reckland,.....	5	..	..	..	..	4 1-5	75	55	130	..	..	10	1 4-5	1 4-5	2 2-5	15 75	14 33
Suamico,.....	3	1	..	..	..	6 1-3	80	70	150	..	..	..	6 1-2	3 1-2	3	19 00	14 00
Wrightstown,...	3	1	1	1	1	4 3-4	86	94	180	..	6	1	3 3-4	2 1-2	2 1-3	20 15	17 33

BUFFALO—

Alma,.....	2	..	..	..	11	31	39	70	67	2	1	9 1-2	6	5	22 00	12 00
Buffalo,.....	1	..	..	..	6	84	86	170	90	..	..	..	6	..	39 00	..
Belvidere,.....	2	..	..	..	8	62	41	103	103	..	..	8	8	..	80 00	..
Cross,.....	3	..	..	..	9	62	48	110	104	..	6	2 1-2	3	..	23 75	..
Eagle Mills,....	1	..	1	1	3	33	23	56	24	..	7	3	3	..	24 00	..
Glencoe,.....	1	..	..	..	4	32	21	53	53	..	..	3	4	..	20 00	..
Gilmanton,.....	3	..	..	..	9	28	24	52	52	1	..	9	..	9	..	8 00
Maxville,.....	6	..	..	..	10	70	51	121	121	29	2	10	9	..	20 00	12 00
Nelson,.....	1	..	1	1	3	8	5	13	4	..	..	3	..	3	..	8 00
Neples,.....	2	..	1	1	..	62	30	92	62	1	..	6	..	6	23 00	14 00
Wauvunde,....	3	..	..	..	11	67	58	125	125	..	..	10	10	..	20 00	..
Buffalo City,....	1	..	..	..	5	19	17	36	36	..	..	5	5	..	41 65	..
	26	..	3	3	..	568	443	1,001	841	38	16	6 1-2	5 3-4	6 1-2	25 44	10 80

CALUMET—

Brillon,.....	2	..	..	..	5 1-3	29	36	65	..	..	3	2 3-3	3 1-2	3 3-3	29 00	16 00
Brothertown,....	8	..	..	..	6 5-6	236	226	462	..	10	4	6	8 1-2	5	27 33	16 67
Charlestown,....	7	..	2	..	6 5-7	132	156	288	..	..	3	4 1-3	1 3-7	5 2-7	22 67	13 57
Chilton,.....	7	..	2	1	5 1-2	225	169	394	..	9	3	4 1-2	..	..	19 50	11 43
Harrison,.....	9	1	..	..	5 1-4	164	141	295	..	4	..	5 1-4	5 1-2	5 1-2	26 25	13 50
New Holstein,...	4	..	..	..	4	181	165	346	..	..	..	2 1-2	3 2-3	5	19 00	12 00
Rantoul,.....	4	..	2	..	6 1-2	53	53	106	..	5	1	5 1-3	3 1-2	4 1-2	20 15	14 41
Stockbridge,....	7	1	..	..	5 1-3	204	206	410	..	4	..	4 1-3	1 2-3	3 2-3	24 66	9 16
Woodville,.....	4	..	..	..	4	74	63	137	..	..	..	..	4	4	18 00	13 00
	52	2	6	..	3 5 1-3	1,288	1,215	2,503	..	32	14	4 1-2	3 1-4	4 1-4	22 95	12 64

CHIPPEWA—

Bloomer Prairie,.	2	..	..	..	..	20	35	55	..	..	..	..	..	..	..	10 00
Chippewa Falls,.	1	..	..	..	7	76	69	145	..	1	..	..	4	5	40 00	26 00

Table No. V.—continued.

Names of Counties and Towns.	No. of School Districts.		No. of Dist. which have not Rep.		No. of parts of Districts.		No. p. is Dist. which have not Rep.		No. School Houses in Joint Dist.		Average No. of months Schools have been taught.		No. of Male Children residing in Town, over 4 and under 20 years of age.		No. of Female Children residing in Town, over 4 and under 20 years of age.		Total No. of Children residing in Town, over 4 and under 20 years of age.		No. of Children over 4 and under 20 years of age, who have attended School.		No. of Children under 4 years of age, who have attended School.		Average No. of months Child- ren between 4 and 20 years of age have attended School.		Average No. of months Schools have been taught by a Male Teacher.		Average No. of months Schools have been taught by a Female Teacher.		Average amount of Wages per month paid to Male Teachers.		Average amount of Wages per month pd. to Female Teachers.	
	No. of School Districts.	No. of Dist. which have not Rep.	No. of parts of Districts.	No. of Dist. which have not Rep.	No. School Houses in Joint Dist.	Average No. of months Schools have been taught.	No. of Male Children residing in Town, over 4 and under 20 years of age.	No. of Female Children residing in Town, over 4 and under 20 years of age.	Total No. of Children residing in Town, over 4 and under 20 years of age.	No. of Children over 4 and under 20 years of age, who have attended School.	No. of Children under 4 years of age, who have attended School.	Average No. of months Child- ren between 4 and 20 years of age have attended School.	Average No. of months Schools have been taught by a Male Teacher.	Average No. of months Schools have been taught by a Female Teacher.	Average amount of Wages per month paid to Male Teachers.	Average amount of Wages per month pd. to Female Teachers.																
CHEROKEE—continued. Eagle Point,..... Lafayette,.....	8	..	..	..	..	4 1-3	51	49	100			4		4 1-3		\$18 88	\$18 88															
	4	..	..	..	..	5 1-4	46	64	110	.....	1	5 1-4	7-8	4 3-8	\$20 00	20 00																
	10	..	..	..	..	6 1-4	198	217	410	.....	2	4 1-2	2 1-2	5	80 00	18 58																
CLARK— Pine Valley,.... Loria,..... Weston,.....	4	1	1	..	..	4 1-2	85	49	134	.....	2	2 4	8	2 1-4	26 25	24 00																
	1	..	..	..	..	5	5	10	15	.....	.....	1 8	.....	8	.....	16 25																
	1	..	1	..	1	4 1-2	43	25	68	.....	.....	7 9-22	2 2-3	4 4-22	85 00	19 50																
	6	1	2	..	1	5 1-2	133	79	212	8	2	3 8	2 1-2	4 1-4	20 41	19 92																
COLUMBIA— Arlington,.....	8	..	4	..	..	8 3-7	132	124	256	208	1	9 3 3-7	4	4 3-7	26 33	14 35																

Caledonia, ...	6	...	...	...	7 1-6	202	174	376	244	.....	10	5 8-5	1-2	6 2-3	22 00	28 16
Courland, ...	9	...	4	...	6 7-8	245	211	459	322	.....	35	.....	.....	.....	28 38	12 89
Columbia, ...	8	...	2	...	8 2-10	347	317	664	476	1	17	5 1-12	2 7-10	5 2-5	25 00	11 23
Dekor, ...	9	1	2	...	7 3-8	194	190	354	301	3	9	8 3-8	4 1-2	2 7-8	25 88	13 28
Ft. Winnebago, ..	5	...	4	...	5 2-3	200	135	335	245	6	6	4 7-9	3 1-2	5 1-2	21 33	14 33
Fountain Prairie, ..	6	...	3	...	7 1-5	204	216	430	.....	1	7	5	3 2-3	5	22 17	13 50
Hamden, ...	6	...	...	...	5 4-7	138	166	304	.....	10	2	3 6-7	3 1-3	3 4-7	20 95	8 05
Leeds, ...	6	...	1	...	6 2-7	179	168	347	253	10	6	.....	4 1-5	3 5-8	20 87	12 00
Lowville, ...	6	...	2	...	6 3-8	158	163	311	241	8	30	5	3 1-3	4 3-7	19 00	11 00
Lodi, ...	7	...	5	...	5 1-3	258	264	522	402	.....	6	4 7-11	2 1-12	4	22 63	13 07
Lewiston, ...	10	...	...	...	3 8-10	216	203	419	282	22	2	1 9-5	4	3 1-9	23 66	14 22
Marcellon, ...	5	...	7	...	6 3-4	216	199	415	384	7	7	1 5-5	8 2-9	5 3-20	20 87	11 15
Newport, ...	5	...	1	...	6 1-4	168	174	333	269	.....	.....	6 1-4	2 3-4	8 1-2	17 67	15 00
Otego, ...	7	...	...	...	5 5-7	215	205	420	341	.....	2	3 3-4	3 6-10	3 4-7	23 60	18 21
Pacific, ...	5	...	1	...	5 4-5	55	40	95	87	1	.....	4 2-5	1 2-5	4 2-5	20 59	14 40
Portage, ...	8	...	...	...	9 1-16	511	566	1,077	607	.....	1	9 1-16	4 2-3	4 1-3	38 33	22 60
Randolph, ...	4	...	5	...	.....	203	199	402	402	6	6	3 2-3	3 7-8	4 1-3	26 88	16 44
Scott, ...	4	...	8	...	6 5-9	159	144	303	262	2	4	3 7-12	2 2-3	8 8-9	20 19	11 55
Springvale, ...	4	...	5	...	6 1-2	172	148	320	283	5	12	3 6-7	3 1-11	3 1-12	18 17	12 13
West Point, ...	8	...	3	...	7 7-16	133	132	265	228	4	4	5 1-3	3 9-16	3 7-8	21 46	10 40
Wyocena, ...	7	...	1	...	7 1-4	278	234	507	432	4	10	3 5-7	3 3-14	3 7-8	21 21	12 00
	133	1	58	5	6	4,571	4,362	8,933	6,227	91	185	4 1-2	3 3-4	4	23 10	13 88

ORA W F ORD—																
Pr. du Chien, ...	9	...	...	...	6 5-18	499	466	965	.....	12	.....	5 3-9	2	2 8-9	19 16	13 88
Waueka, ...	6	...	...	...	3	98	90	188	.....	.....	.....	.....	2	1	20 00	9 00
Eastman, ...	10	...	3	...	1 3 1-2	147	136	253	.....	1	1	2 8-10	1 3-20	2 8-10	20 00	13 29
Seneca, ...	3	...	6	...	4 1-2	91	75	166	.....	11	.....	2 3-5	1 7-8	2 5-8	11 00	9 00
Lynxville, ...	5	...	...	...	4 5-11	46	42	88	.....	1	2	3 1-7	5 4-5	2 7-10	18 50	11 75
Haney, ...	9	...	6	...	4 3	96	83	179	.....	5	3	4 2-9	2 7-11	8 2-9	18 94	10 31
Scott, ...	7	...	3	...	5 2-3	103	93	196	.....	1	1	4 6-9	2	3 2-3	14 73	11 13
Marietta, ...	7	...	...	...	4	113	97	210	.....	.....	8	3 1-7	1 8-7	2 4-7	11 00	12 90
Freeman, ...	6	...	5	...	3 4	135	115	250	.....	7	4	1 1-4	1 4-11	5 3-22	9 36	10 36

Table No. V.—continued.

Names of Counties and Towns.	No. of School Districts.															Average amount of Wages per month pd. to Female Teachers.
	No. of Dist. which have not Rep.	No. of parts of Districts.	No. of Dist. which have not Rep.	No. School Houses in Joint Dist.	Average No. of months Schools have been taught.	No. of Male Children residing in Town, over 4 and under 20 years of age.	No. of Female Children residing in Town, over 4 and under 20 years of age.	Total No. of Children residing in Town, over 4 and under 20 years of age.	No. of Children over 4 and under 20 years of age who have attended School.	No. of Children under 4 years of age who have attended School.	No. of Children over 20 years of age who have attended School.	Average No. of months Children between 4 and 20 years of age have attended School.	Average No. of months Schools have been taught by a Male Teacher.	Average No. of months Schools have been taught by a Female Teacher.	Average amount of Wages per month paid to Male Teachers.	
CRAWFORD—continued.																
Utica, ...	10	3	1	2	3 3-5	101	116	217	.....	.....	4	3	3	3 3-8	\$18 00	\$10 50
Clayton, ...	11	1	1	1	3 1-2	169	140	309	.....	5	11	.....	3 1-10	3 1-3	18 25	9 81
	83	1	27	214	4	1,598	1,453	3,051	.....	43	36	3	2	3	\$15 81	\$11 08
DANE—																
Albion, ...	7	3	1	1	6 12-22	227	208	435	.....	1	13	4 15-22	3 15-22	4 16-22	\$24 00	\$10 60
Berry, ...	5	1	1	1	6	155	136	291	.....	2	.....	5 9-22	3	3	21 48	15 25
Black Earth, ...	3	2	1	1	6 4-22	157	135	292	.....	1	2	3 14-22	4 7-22	4 1-2	30 00	16 88
Bloomington Grove, ...	6	1	1	1	6 3-22	138	142	280	.....	.....	.....	5 16-22	3 7-22	3	17 79	9 08
Blue Mounds, ...	4	1	1	1	1 6	172	146	318	.....	.....	.....	4	2 17-22	3 1-2	18 80	11 60
Bristol, ...	6	3	1	1	1 6 3-22	233	184	417	.....	.....	.....	5 13-22	4 2-22	4 2-22	21 91	9 94
Burke, ...	4	4	1	27	172	156	328	417	.....	8	8	5 13-22	4 2-22	4 2-22	21 00	11 50
Christiana, ...	5	4	1	3 6	301	292	593	593	.....	4	27	4	2 12-22	3 10-22	23 66	13 50
Cottage Grove, ...	5	7	2	4 5	257	218	475	475	.....	2	2	3 1-2	3 1-2	3 1-2	18 88	13 12
Cross Plains, ...	6	1	1	1	1 6 3-22	197	179	376	.....	3	8	5 6-22	1 18-22	4 6-22	23 26	13 00

Dane,.....	5	5	..	27 5-22	187	184	371	.....	.....	.....	11	5	3 18-22	4 3-22	25 18	13 77	
Deerfield,.....	3	6	..	16 17-22	186	176	862	.....	.....	.....	13	1 10-22	.....	.....	20 66	13 53	
Dunkirk,.....	7	5	..	27 7-22	329	295	619	.....	.....	.....	.....	.....	.....	.....	25 00	14 00	
Dunn,.....	5	2	..	18	179	180	309	.....	.....	.....	5	5 6-22	3 20-22	8 1-2	23 67	12 28	
Fitchburg,.....	8	2	..	16 5-22	241	200	441	.....	.....	5	9	3 14-22	1 1-2	4 16-22	25 47	14 80	
Madison City,.....	.....	.....	.....	.....	1,013	1,088	2,101	.....	.....	.....	15	9	.....	.....	88 00	30 00	
Madison,.....	5	1	3	17 4-22	143	138	281	.....	.....	.....	3	5 19-22	.....	7 4-22	.....	17 80	
Mazo Manie,.....	4	..	3	6 1-2	190	190	386	.....	.....	.....	5	9	4 19-22	1 6-22	5 4-22	16 93	
Medina,.....	7	3	..	16 8-22	206	191	397	.....	.....	.....	1	4	3 21-22	3 14-22	5 6-22	18 00	10 25
Middleton,.....	7	3	..	6 17-22	247	214	461	.....	.....	.....	3	8	5 1-22	4	4 18-22	27 20	13 11
Montrose,.....	5	2	..	27 15-22	215	176	391	.....	.....	.....	2	11	3 6-22	3 12-22	4 18-22	21 71	12 43
Oregon,.....	9	1	..	6 1-2	221	202	423	.....	.....	.....	5	8	6 2-22	2 1-22	4 1-2	12 80	9 50
Perry,.....	2	3	1	16	149	110	259	.....	.....	.....	.....	.....	1 20-22	3 7-22	4 18-22	20 00	14 00
Primrose,.....	4	2	..	3 5 1-2	216	137	353	.....	.....	.....	4	5	2	3 18-22	3 18-22	21 62	13 83
Pleasant Spring,.....	4	4	..	16 14-22	257	191	448	.....	.....	.....	7	11	5	3 1-2	3 8-22	21 37	11 66
Rutland,.....	8	4	2	17 10-22	248	191	489	.....	.....	.....	6	12	6 18-22	3 16-22	3 18-22	21 77	12 09
Roxbury,.....	4	3	..	27	238	225	463	.....	.....	.....	1	2	5	4 1-2	6	23 00	16 00
Spring Dale,.....	4	2	..	16 13-22	175	166	331	244	.....	.....	8	4	4 4-22	4	4 18-22	22 68	12 50
Springfield,.....	5	6	..	4 5 19-22	237	198	435	.....	.....	.....	3	8	3 19-22	2 15-22	3 2-22	25 70	14 25
Sun Prairie,.....	5	1	5	3 5 12-22	218	202	420	.....	.....	.....	2	2	4 1-22	1 19-22	3 16-22	24 25	10 78
Vermont,.....	4	1	.....	6 7-22	137	103	240	.....	.....	.....	.....	3	3	2 7-22	4	23 00	14 00
Verona,.....	6	3	..	8 14-22	231	214	445	320	.....	.....	3	5	3 7-22	3 7-22	5 7-22	23 05	15 44
Vienna,.....	3	3	1	2 6 18-22	132	104	236	.....	.....	.....	2	6	6 17-22	3	3 18-22	21 75	10 40
Westport,.....	5	2	..	6	191	162	353	.....	.....	.....	2	1	4 7-22	4 9-22	1 13-22	25 08	13 33
Windsor,.....	4	3	..	26 7-22	127	112	*318	185	.....	.....	14	.....	.....	3 18-22	2 18-22	21 60	13 33
York,.....	5	6	..	6 4-22	206	177	393	.....	.....	.....	4	9	4 6-22	2 4-22	4 6-22	19 33	8 84
DODGE—	179	3 107	10 43	6 1-4	8,128	7,262	15,464	749	88	239	4 1-2	3 1-4	4	.....	\$24 37	\$13 43	
Ashippun,.....	7	4	..	17 1-2	328	304	632	.....	.....	.....	2	3	5 1-2	3 1-3	6 1-3	23 66	\$11 13
Beaver Dam,.....	8	2	..	17 7-10	301	281	582	.....	.....	.....	5	6	4 3-8	4 1-4	23 12	9 37	9 37
Burnett,.....	3	5	..	38	225	192	417	.....	.....	.....	7	7	5 1-4	5 3-4	4 1-2	18 00	11 00

*One District not reported by sexes.

Table No. V.—continued.

Names of Counties and Towns.	No. of School Districts.	No. of Dist. which have not rep.	No. of parts of Districts.	No. of Dist. which have not rep.	No. of Dist. Houses in Joint Dist.	Average No. of months Schools have been taught.	No. of Male Children residing in Town, over 4 and under 20 years of age.	No. of Female Children residing in Town, over 4 and under 20 years of age.	Total No. of Children residing in Town, over 4 and under 20 years of age.	No. of Children over 4 and under 20 years of age, who have attended School.	No. of Children under 4 years of age, who have attended School.	Average No. of months Children between 4 and 20 years of age have attended School.	Average No. of months Schools have been taught by a male teacher.	Average No. of months Schools have been taught by a female teacher.	Average amount of wages per month paid to Male Teachers.	Average amount of wages per month paid to Female Teachers.
<i>Donor—continued.</i>																
Calamus,.....	7	..	3	..	359-10	208	160	368	3	3	6	4 6-10	22-5	4 1-5	\$11 56	\$11 80
Chester,.....	4	..	4	..	48 1-8	320	304	624	6	6	11	4 6-8	8 1-2	5 1-2	22 87	17 75
Clyman,.....	8	..	7	..	37	310	278	588	14	11	11	4 7-12	29-10	4 3-10	27 43	11 48
Elba,.....	5	..	4	..	47 2-3	297	281	578	8	10	10	4 5-9	35-18	4	21 00	12 66
Emmett,.....	8	..	8	..	7	823	280	603	..	5	6	6 6	3	4	22 83	14 33
Fox Lake,.....	4	..	4	..	67 1-4	439	402	841	3	5	6	6 1-4	25-6	4 7-12	29 66	14 33
Herman,.....	8	..	8	..	14 9-11	877	323	700	1	..	..	3 1-4	8 5-9	2	17 83	5 75
Hubbard,.....	7	..	3	..	6 6-9	480	477	957	4	4	4	4 2-3	8 5-9	6	31 55	15 90
Hustiaford,.....	4	..	4	..	37	308	277	585	4	7	7	4 1-2	8 1-2	4 1-4	24 66	11 10
Leroy,.....	4	..	3	..	85 1-2	219	176	395	3	3	7	5 1-7	32-7	4	23 16	10 59
Lomira,.....	9	..	8	..	62-5	319	256	575	..	..	..	4 6-9	28-4	3 5-6	16 53	11 83
Lowell,.....	7	..	7	..	47 2-5	414	385	799	12	1	..	..	32-7	4 1-10	23 90	10 24
Lebanon,.....	6	..	1	..	15 3-7	320	319	639	8	8	3	4 7	26-7	3 6-7	18 67	9 76
Oak Grove,.....	7	..	9	..	88	386	414	800	5	23	5	5 5-7	35-7	5 5-6	30 08	15 16
Portland,.....	6	1	..	..	36 2-5	230	207	437	4	2	4	4 1-10	21-2	4	23 88	9 86
Rabicon,.....	8	..	9	..	37 5-26	439	374	813	6	4	4	4 9-26	27-26	5	14 46	8 00

Shields,.....	4	1	1	17 3-4	249	212	461	.....	6	.....	4 7-10	4 3-5	1 3-5	19 53	6 25
Theresa,.....	6	4	1	5 1-4	435	408	843	.....	.....	.....	5 1-4	4 3-5	2 2-5	19 00	4 60
Trenton,.....	11	6	1	17 1-3	337	302	639	.....	6	19	5 8-34	1 2-3	5 5-8	11 57	17 70
Westford,.....	5	1	1	6 1-4	103	98	201	.....	5	.....	8 5-6	1 5-6	4 5-12	22 09	13 37
Williamstown,...	6	2	1	17 1-2	357	333	690	.....	.....	8	7 1-16	4 9-16	3 1-6	19 25	8 75
Beaver Dam City,	1	.....	.....	8	455	436	891	.....	.....	.....	.....	.....	.....	55 00	24 00
DOOR—	148	1	94	3 48 8 4	8,179	7,479	15,658	.....	99	142	4 8-4	2 3-4	4 1-4	\$23 50	\$12 36
Otumba,.....	6	.....	.....	3 7-12	104	101	205	.....	2	1	2 5-12	4	3 3-8	\$25 00	\$14 50
Forestville,.....	1	.....	.....	.....	26	17	43	.....	.....	.....	.....	.....	.....	.....	.....
Chambers' Island,	1	.....	.....	.....	15	8	18	18	1	1	.....	3	.....	15 88	.....
Gibraltar,.....	4	.....	.....	.....	62	58	120	.....	.....	.....	4	3	3	25 00	16 50
Brussels,.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Clay Banks,.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Liberty Grove, *	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Washington,.....	1	.....	.....	5	40	42	82	.....	.....	.....	5	3	2	25 60	8 00
DOUGLAS—	13	.....	.....	4 1-4	247	221	468	18	3	2	3 1-3	3 1-3	2 1-2	\$22 72	\$3 00
Superior,.....	1	.....	.....	.....	48	61	104	.....	.....	.....	4 1-2	.....	12	.....	\$27 00
Pokegama,.....	1	.....	.....	.....	31	16	47	.....	.....	.....	3	5	.....	25 00	.....
Nemadji,.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
DUNN—	8	.....	.....	.....	74	77	151	.....	.....	.....	3 1-4	5	12	\$25 0	\$27 00
Menomonee,.....	5	2	.....	2 3-10	52	45	97	.....	.....	.....	.....	.....	.....	.....	.....
Eau Galla,.....	1	1	.....	4	33	31	64	.....	3	1	1 3-10	1 1-2	4 1-4	\$36 00	\$19 25
Rock Creek,.....	3	1	.....	5 1-3	25	20	45	.....	2	1	2 5-8	1 1-2	2 1-2	22 00	17 00
Peru,.....	3	1	1	2 1-4	21	12	33	.....	.....	.....	3 8-10	2 1-3	3 3-4	16 66	21 00
											2 1-7	8		21 33	14 00

*No Report.

Table No. V.—continued.

Names of Counties and Towns.	No. of School Districts.	No. of Dist. which have not Rep.	No. of parts of Districts.	No. of Dist. which have not Rep.	No. School Houses in Joint Dist.	Average No. of months Schools have been taught.	No. of Male Children residing in Town, over 4 and under 20 years of age.	No. of Female Children residing in Town, over 4 and under 20 years of age.	Total No. of Children residing in Town, over 4 and under 20 years of age.	No. of Children over 4 and under 20 years of age who have attended School.	No. of Children under 4 years of age who have attended School.	No. of Children over 20 years of age who have attended School.	Average No. of months Children between 4 and 20 years of age have attended School.	Average No. of months Schools have been taught by a Male Teacher.	Average No. of months Schools have been taught by a Female Teacher.	Average amount of Wages per month paid to Male Teachers.	Average amount of Wages per month pd. to Female Teachers.
<i>Dunn—continued.</i>																	
Spring Brook,...	5	..	1	..	..	3	76	47	123	.....	3	.....	2 1-10	8-10	3	\$30 00	\$13 80
Dunn,.....	5	..	1	..	..	6	57	62	119	.....	.....	1	.....	2 4-10	3 6-10	18 20	18 00
	22	3	4	1	..	3 3-4	264	217	481	.....	8	5	2 1-2	1 3-4	3 1-2	24 03	16 17
EAU CLAIRE—																	
Brunswick,.....	3	..	1	..	..	3 1-3	43	42	85	85	.....	.....	2 3-4	.....	3 1-3	.....	13 56
Bridge Creek,...	3	..	.....	.....	.....	6 1-3	73	48	121	121	.....	.....	5 1-3	3 1-2	3	27 50	19 50
Pleasant Valley.	2	..	1	..	..	3	13	18	26	26	.....	.....	2	3	.....	18 33	.....
Half Moon,.....	4	..	.....	.....	.....	5 2-5	102	74	176	176	2	3	5	1 4-5	3 3-5	30 00	13 20
Eau Claire,.....	8	4	.....	.....	.....	6 3-4	110	105	215	215	.....	.....	4 1-2	2 3-4	3 1-4	23 50	22 50
North Eau Claire.	1	..	.....	.....	.....	3	15	25	40	40	2	.....	.....	.....	3	.....	20 00
	21	4	2	..	..	4 1-2	356	307	663	663	4	3	3 4	2 1-2	3 1-3	24 83	17 75

Table No. V.—continued.

Names of Counties and Towns.	No. of School Districts.	No. of Dist. which have not Rep.	No. of parts of Districts.	No. of Dist. which have not Rep.	No. of Male Children residing in Town, over 4 and under 20 years of age.	No. of Female Children residing in Town, over 4 and under 20 years of age.	Total No. of Children residing in Town, over 4 and under 20 years of age.	No. of Children over 4 and under 20 years of age, who have attended School.	No. of Children under 4 years of age, who have attended School.	Average No. of months Children between 4 and 20 years of age have attended School.	Average No. of months Schools have been taught by a Male Teacher.	Average No. of months Schools have been taught by a Female Teacher.	Average amount of Wages per month paid to Male Teachers.	Average amount of Wages per month pd. to Female Teachers.
GRANT—continued.														
Hazel Green,....	7	..	...	..	530	474	1,004	...	6	4	4	3	\$32 00	\$20 00
Hickory Grove,....	4	..	3	..	119	114	233	...	4	4	3	3	17 00	8 00
Jamestown,....	4	..	...	..	284	276	560	...	...	7	6	3	32 00	17 00
Lancaster,....	14	..	4	..	506	300	806	...	...	4	4	3	26 00	19 00
Liberty,....	4	..	2	..	92	88	181	...	2	4	4	4	17 00	13 00
Lima,....	7	..	2	..	192	212	404	...	...	4	3 1-2	4	22 00	12 00
Little Grant,....	3	..	3	..	100	107	207	175	2	3 1-2	3	3	20 00	10 00
Marion,....	4	1	1	..	167	187	304	...	1	4	4	3	25 00	11 00
Millville,....	13	1	3	..	325	289	614	...	1	9	4	4	26 00	10 00
Muscoda,....	4	..	2	..	119	131	250	...	2	5	3 1-2	4	25 00	16 00
Paris,....	4	..	1	..	136	126	262	...	...	6	3	3	25 00	15 00
Patch Grove,....	4	..	4	1	218	264	422	...	4	1	5	3	24 00	14 00
Platteville,....	8	..	1	..	534	503	1,037	...	...	4	3	3	30 00	18 00
Potosi,....	5	4	6	..	523	528	1,046	678	7	1	5	2	27 00	16 00
Smelter,....	8	5	6	..	260	200	460	...	...	2	6	2	21 00	15 00
Wingville,....	2	4	..	..	186	117	253	...	...	6	3	2	25 00	18 00

Table No. V.—continued.

Names of Counties and Towns.	No. of School Districts.															Average amount of wages per month pd. to Female teachers.
	No. of Dist. which have not Rep.	No. of parts of Districts.	No. of Dist. which have not rep.	No. School Houses in Joint Dist.	Average No. of Months Schools have been taught.	No. of Male Children residing in Town, over 4 and under 20 years of age.	No. of Female Children residing in Town, over 4 and under 20 years of age.	Total No. of Children residing in Town, over 4 and under 20 years of age.	No. of Children over 4 and under 20 years of age who have attended School.	No. of Children under 4 years of age who have attended School.	No. of Children over 20 years of age who have attended School.	Average No. of months Children between 4 and 20 years of age have attended School.	Average No. of months Schools have been taught by a Male teacher.	Average No. of months Schools have been taught by a Female teacher.	Average amount of wages per month paid to Male teachers.	
GREEN LAKE—cont'd.																
Mackford,.....	5	2	1	1	174-7	198	189	387	.....	12	11	311-14	39-14	318-14	\$26 12	\$15 20
Manchester,.....	7	2	1	1	67-9	217	197	404	.....	8	2	6	32-5	6	24 00	11 50
Marquette,.....	2	.....	.....	.....	80	80	70	150	.....	.....	3	71-3	5	3	25 00	13 50
Princeton,.....	5	5	1	1	477-18	237	249	486	.....	5	9	45-9	32-9	48-18	19 50	10 55
Ste. Marie,.....	3	8	3	3	352-3	136	87	223	.....	5	2	41-2	27-12	31-12	19 75	10 20
Seneca,.....	3	3	3	3	351-3	93	96	189	.....	2	.....	41-2	4	5	11 00	11 00
	54	35	4	23	63-4	2,277	2,226	4,503	.....	42	53	6	41-2	41-2	\$24 16	\$13 96
IOWA—																
Arena,.....	12	3	5	.....	351-2	232	196	428	.....	2	9	35-8	3	4	\$28 20	\$14 55
Clyde,.....	4	2	2	.....	61-3	113	133	246	.....	2	1	41-5	3	4	16 50	12 50
Dodgville,.....	10	3	2	217	705	689	689	1,394	.....	10	12	4	4	4	27 00	19 00
Highland,.....	10	1	2	.....	251-4	450	419	869	.....	1	.....	31-2	4	11-2	24 50	17 75
Linden,.....	9	1	1	1	61-3	363	299	662	.....	6	7	3	23-4	23-4	27 31	14 00
Mifflin,.....	8	.....	.....	.....	41-2	286	190	476	.....	1	4	5	33-4	11-3	24 27	10 67

Mineral Point,...	6	..	3	1	1 15	273	240	513	.....	.....	2	3 1-4	4	5 1-3	32 50	15 64
Mineral Pt. City, ...	6	..	..	..	.. 9	632	597	1,229	642	15	2	4 5-8	9	9	50 00	25 00
Pulaski, ...	6	..	1	..	1 17 1-2	196	186	384	.....	.....	2	4 5-8	3	4 5-8	23 60	13 10
Ridgeway, ...	8	..	2	..	.. 7	411	386	797	.....	1	12	5 1-7	4	3 1-3	22 92	14 00
Waldwick, ...	7	..	2	..	.. 5	206	185	391	286	4	3	.....	4 1-5	3	22 50	13 70
Wyoming, ...	5	..	2	..	1 17 1-2	145	141	286	.....	.....	1	6	6	2	21 14	15 66
JACKSON—	85	5	23	2	10 6 1-3	4,012	3,663	7,675	928	42	55	4	4 1-2	4 1-4	\$26 28	\$15 46
Albion, ...	5	..	..	..	.. 3 6-26	175	184	359	359	12	4	.....	3 6-28	3	\$17 43	\$13 25
Irving, ...	3	..	..	..	.. 5 5-6	62	52	114	114	.....	.....	3 3-4	1	4 5-6	20 00	9 33
Bristol, ...	5	..	1	..	.. 5 15-22	98	97	195	195	2	4	5 7-11	1 7-11	4 9-22	29 00	14 00
Hixton, ...	4	..	..	..	.. 5 3-4	62	65	127	127	4	5	4 3-4	1 3-4	4	23 00	12 87
Springfield, ...	2	1	..	..	.. 3	17	12	29	29	.....	.....	2 1-2	.....	3	.....	7 00
Northfield, ...	2	..	..	..	.. 3 1-2	20	18	88	88	.....	.....	3	.....	3 1-2	.....	14 06
Alma, ...	5	..	..	..	.. 4 1-2	100	90	190	190	2	6	4 1-2	3 3-4	5	30 20	12 70
Manchester, ...	1	..	..	..	.. 8	33	27	60	60	.....	.....	8	4	4	19 06	12 00
JEFFERSON—	27	1	1	1	.. 4 3-4	567	545	1,112	1,112	20	19	4 1-2	2 1-2	4	\$23 11	\$11 90
Attalan, ...	9	..	4	..	.. 4 6 2-3	203	165	368	.....	.....	.....	5 4-9	3	3 2-3	\$21 33	\$9 00
Cold Spring, ...	7	..	3	..	.. 1 6 3-5	147	141	298	.....	2	1	4	2 2-5	4 1-5	20 88	8 74
Concord, ...	11	..	6	..	.. 5 7 5-8	299	286	565	.....	3	2	4 1-11	2 6-8	4	23 12	11 27
Farmington, ...	12	..	4	..	.. 2 6 7-12	367	365	732	.....	2	1	5 2-12	3 1-3	3 1-4	18 00	12 00
Hebron, ...	7	..	3	..	.. 2 7 2-7	206	194	400	.....	6	8	4	2 1-2	3 2-7	22 68	8 33
Ixonia, ...	11	..	5	..	.. 3 6	355	361	716	.....	4	6	3 7-11	2 1-2	3 1-2	13 72	11 81
Jefferson, ...	16	..	4	..	.. 2 6 1-6	591	481	1,072	.....	4	11	4 2-16	3 15-16	2 15-16	21 93	9 00
Koskonong, ...	11	..	6	..	.. 2 8	393	371	764	.....	6	8	5 8-11	4	4	21 00	8 47
Lake Mills, ...	11	..	9	..	.. 5 7 3-11	305	299	594	.....	9	8	4	2 4-11	4 10-11	20 33	11 00
Milford, ...	16	1	8	..	.. 1 4 10-16	297	308	605	350	8	1	.....	1 1-2	3 2-16	9 13	6 50
Oakland, ...	11	..	6	..	.. 7 3-5	215	213	428	.....	.....	.....	7 4-5	2 1-5	5 2-5	13 60	11 30
Palmira, ...	11	..	7	..	.. 3 9	363	380	693	.....	1	16	3 4-11	3 8-11	6 8-11	23 00	11 50
Sullivan, ...	11	..	6	..	.. 3 7 4-11	367	287	664		20	3	4 6-11	5	2 4-11	13 59	9 91

Table No. V.—continued.

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JEFFERSON—continued															
Sumner, ...	3	1	1	1	82	94	176			1	4 2-3	4 1-6	3 1-6	\$21 33	\$8 33
Waterloo, ...	13	9	27	267	288	565	87	5	5	5	4 3-5	2 1-2	4 1-2	27 05	10 62
Waterloo Village, ...	1	1	19				95				6 3-12	2 1-6	4 1-3	12 16	12 25
Watertown, ...	12	3	6 1-2	489	448	937		10		4					
Watertown City, ...			10			2,698	739								
	173	1	85	4,946	4,601	12,332	1,184	80	75	75	4 2-3	3	3 3-4	\$18 93	\$10 00
JUNEAU—															
Armenia, ...	3		5	51	48	99		1			4	3	4	\$20 00	\$16 00
Necedah, ...	2		5	85	84	169		1			8 4-6	3 1-2	3	20 00	12 00
Germanstown, ...	6	1	5 1-3	139	152	291		1			3	3 1-2	3	23 00	11 00
Clearfield, ...	3	2	6	6	6	14		2			5	3	3	12 00	7 00
Orange, ...	3	1	5 2-3	32	25	57		2			5	3 2-3	2	19 88	5 66
Fountain, ...	3	1	4 3-4	57	63	120				4	4 3-4	1 1-2	3 1-4	19 00	7 25

Lisbon,.....	4	..	1	..	1 4 3-4	175	149	324	.....	6	5	4 1-4	3 1-4	2 1-4	21 50	11 00
Marion,.....	3	..	..	..	.. 3 1-3	61	62	103	.....	.....	.....	3 1-3	1	3	12 00	10 69
Lemonweir,.....	7	..	3	1	.. 5 7-9	180	176	356	.....	.....	1	4 5-10	4 1-4	4 6-9	26 50	11 91
Lindina,.....	4	..	5	..	.. 6 6	272	211	483	.....	1	9 4 2-3	3 2-9	3 1-3	3 2-3	17 94	11 44
Plymouth,.....	7	..	1	..	.. 1 4	95	88	183	.....	2	2 4	3 1-3	4 2-5	4 2-5	19 67	11 00
Woneoc,.....	6	..	2	..	.. 1 5	97	77	174	.....	3	3 3	8 2-3	4	5	24 66	12 43
Summit,.....	4	1	4	..	.. 7 1-8	76	71	147	.....	1	2 5 1-2	3 1-2	5	4	18 75	11 00
Seven Mile Creek	2	..	3	..	.. 2 6	70	62	132	.....	1	.. 5 3-5	4	4 2-5	4 2-5	18 66	9 00
Kildare,.....	4	1	3	1	.. 2 6 2-3	89	78	167	.....	2	2 6 2-7	3 1-2	4 4-7	4 4-7	20 75	12 00
Lyndon,.....	5	1	2	..	.. 5 1-6	80	66	146	.....	.....	.....	3 2-3	3 1-2	3 3-5	20 00	9 50
	66	6	29	4	12 5 1-5	1,557	1,408	2,965	.....	23	28	4 1-4	3	3 3-4	\$19 63	\$10 56
KEWAUNEE—																
Kewaunee,.....	2	..	..	..	.. 6	138	110	248	.....	.....	1	.....	2	4	25 00	16 00
Franklin,.....	4	..	..	..	.. 3 1-4	62	47	99	.....	.....	.....	2	1 1-2	3 1-4	.....	13 50
Alnepee,.....	3	..	..	..	.. 4 1-2	218	181	399	.....	.....	.....	.....	.....	.....	25 33	12 67
Casco,.....	4	3	..	..	.. 6	182	204	386	.....	.....	.....	.....	.....	6	.....	20 00
Carlton,.....	6	..	..	..	.. 4	111	110	221	.....	.....	.....	.....	1	3	20 00	11 50
Corryville,.....	1	..	..	..	.. 3	87	41	128	.....	.....	.....	.....	.....	3	.....	16 00
Montpelier,.....	3	1	..	..	.. 4 1-2	35	26	61	.....	.....	.....	.....	.....	4 1-2	.....	9 81
Red River,.....	3	..	..	..	.. 3	139	123	262	.....	.....	.....	.....	.....	3	.....	19 00
Pierce,.....	3	1	..	..	.. 4	78	58	136	.....	4	14	.....	.....	4	.....	11 00
	29	5	..	..	.. 4 1-4	1,040	900	1,940	.....	4	15	2	1 3-4	3 3-4	\$23 45	\$14 38
KENOSHA—																
Kenosha,.....	1	..	..	..	.. 10	698	786	1484	820	.....	10	10	10	10	\$75 00	\$25 75
Pleasant Prairie,.....	18	..	5	1	3 7 3-4	295	261	556	.....	.....	.....	.....	3 2-3	4	23 41	14 33
Wheatland,.....	11	..	4	3	7 1-2	823	282	605	.....	1	11	6 1-4	4 1-4	3 1-3	23 54	10 86
Bristol,.....	13	..	..	..	.. 7 1-3	243	228	471	.....	.....	6	6 1-5	3 1-7	4 1-6	20 10	10 11
Paris,.....	12	..	..	..	.. 7 3-4	278	204	482	.....	5	7	7 1-2	4 1-2	6 1-7	22 75	13 44
Salem,.....	7	..	2	..	2 7 4-5	289	267	546	.....	3	10	5	3	4 3-4	21 50	15 07

Onalaska, ...	3	1	7	162	151	318	.....	6	3	3	5	21 00	14 50
Greenfield, ...	3	.....	5 1-3	145	136	281	.....	5	.....	7	1 1-3	29 50	18 00
	44	6	7 1-4	1,908	1,638	3,446	.....	24	4 3-4	4	4 1-4	25 41	16 20
LAFAYETTE—													
Argyle, ...	10	2	1 4 2-3	230	210	440	.....	3	4	2 3-4	2	15 62	12 43
Belmont, ...	7	1	5	90	98	188	.....	4	1 3 2-4	4	3 3-4	27 28	16 33
Benton, ...	5	3	2 7 1-3	446	448	894	.....	3	3 4 5-3	3	4 1-3	25 87	19 20
Elk Grove, ...	4	3	2 5 2-3	251	204	455	.....	1	6 2 1-3	3	2 1-2	24 16	17 20
Centre, ...	9	2	2 5 1-3	373	305	678	.....	11	3 3 3-9	1 8-9	3 1-2	22 60	12 10
Fayette, ...	9	.....	1 4 1-2	215	207	422	.....	.....	2 3 2-9	1 4-9	3	20 66	10 66
Gratiot, ...	7	1	7	211	188	399	.....	11	6 5 7-3	1 7-3	5 1-3	18 20	11 60
Kendall, ...	6	.....	6 5-6	240	203	443	.....	5	6 3 5-3	2 5 5-3	3 1-2	26 60	18 16
New Diggings, ...	4	1	5	490	288	778	.....	.....	4 1 1-3	4 1 1-3	3	21 66	24 00
Shullsburg, ...	5	1	7 1-2	441	443	884	.....	8	2 4 2-5	5 1 1-3	6 1-4	31 37	18 75
Wayne, ...	5	3	1 5 4-5	137	139	276	.....	5	2 2	3 1 1-5	3	18 50	9 66
White Oak Sp'gs, ...	3	1	5	125	96	221	.....	.....	4 5	4	2 1-2	27 50	18 50
Willow Springs, ...	9	.....	5	181	200	331	.....	.....	7 3 2-9	2 8-9	2 2-9	15 25	18 20
Wiota, ...	12	2	4 4 1-2	351	297	648	.....	6	12 2 6-7	2 1 1-7	3 1-5	21 28	11 89
Monticello, ...	3	2	2 6	99	99	198	.....	2	2 4 1 1-4	4	4	24 50	16 25
	98	7	15 5 1-4	3,880	3,425	7,306	.....	56	59	3 1 1-4	3	14 74	15 33
LA POINTE—													
Bayfield, ...	1	.....	5 1-2	33	34	67	.....	.....	1	4 1-2	1	25 00	33 33
Bayport, *	1	.....	.....	14	24	38	.....	.....	.....	.....	.....	.....	.....
La Pointe, ...	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	3	.....	5 1-2	47	58	105	.....	.....	1	4 1-2	1	25 00	33 33

* This Town reports also 150 Indian Children. No School has been taught the past year.

Table No. V.—continued.

Names of Counties and Towns	No. of School Districts.	No. of Dist. which have not Rep.	No. of parts of Districts.	No. of Dist. which have not Rep.	No. of School Houses in Joint Dist.	Average No. of months Schools have been taught.	No. of Male Children residing	No. of Female Children residing	Total No. of Children residing	No. of Children over 4 and under 20 years of age.	No. of Children under 4 years of age, who have attended School.	No. of Children over 20 years of age, who have attended School.	No. of months Child- ren between 4 and 20 years of age have attended School.	Average No. of months Schools have been taught by a Male Teacher.	Average No. of months Schools have been taught by a Female Teacher.	Average amount of Wages per month paid to Male Teachers.	Average amount of Wages per month pd. to Female Teachers.
							in Town, over 4 and under 20 years of age.	in Town, over 4 and under 20 years of age.	in Town, over 4 and under 20 years of age.	der 20 years of age, who have attended School.	of age, who have attended School.	of age, who have attended School.	of age, who have attended School.				
MANITOWOC—																	
Buchanan, ...	9	..	..	..	..	4 3-5	205	191	396	..	2	2	4 1-4	4 3-5	..	\$21 80	..
Cato, ...	6	..	4	..	..	4 1-5	243	241	484	..	2	1	4 1-2	1 1-10	3 1-10	25 83	\$18 00
Centreville, ...	9	..	..	..	..	4 4-5	224	202	426	..	..	..	3 1-5	4 1-5	3-5	20 92	17 00
Cooperstown, ...	6	1	1	..	1 4	209	216	425	..	3	5	4	3 1-5	2	2	16 66	12 50
Eaton, ...	9	..	..	..	..	4 3-5	92	79	171	..	1	..	4 3-5	..	4 3-5	..	14 00
Franklin, ...	4	..	2	..	1 7 1-2	210	176	386	..	..	..	..	5 1-2	3 1-2	4	19 00	17 00
Gibson, ...	6	..	1	..	5 1-2	162	126	288	..	1	..	..	5 1-2	1 1-2	4	19 00	14 55
Kosuth, ...	9	..	..	..	5 3-10	265	273	538	..	..	..	..	3 3-5	3 1-10	2 2-10	23 81	18 00
Manitowoc, ...	4	1	..	..	7 1-3	665	591	1,256	..	12	1	..	6 5-6	7 1-3	7 1-3	35 00	22 66
Manitowoc Rapids	6	..	..	..	5 7-12	276	309	585	..	2	2	2	6 7-12	1 5-6	3 3-12	32 50	17 40
Maple Grove, ...	4	1	1	..	1 5 3-4	141	112	253	..	3	..	..	4 1-2	2 3-4	3	16 50	16 00
Meeme, ...	6	1	..	..	5 4-5	225	166	391	..	2	..	..	5 1-10	4 1-5	1 4-5	18 80	10 00
Mishicot, ...	6	..	1	..	4 1-7	204	220	424	..	..	..	..	3 1-7	1 5-12	2 3-7	21 00	16 83
Newton, ...	5	..	..	..	4 4-5	285	280	565	..	..	..	..	4 4-5	..	..	25 40	..
Rockland, ...	3	..	2	..	3	86	96	182	..	2	..	..	3	3	3	..	..
Schleswig, ...	4	..	..	..	3 1-4	82	82	178	..	..	..	..	3	1 1-2	1 3-4	16 00	16 75

Two Rivers,.....	7	...	...	...	5 1-7	424	398	822	.....	10	6 5	3 8-7	3 1-7	21 50	12 37
	87	4	12	...	8 5	4,012	3,758	7,770	.....	41	26	4 1-2	2 1-2	15 78	15 66
MARATHON—															
Wausau,.....	4	1	...	...	13-24	98	119	215	.....	.....	.....	1 3-8	1-4	40 00	22 33
Jenny,.....	2	...	...	...	6	25	9	44	4	2	.....	.....	4	.....	22 00
Texas,.....	1	...	...	...	3	10	3	13	8	.....	.....	.....	3	.....	20 00
Knawilton,.....	1	...	...	...	5	13	12	25	3	.....	.....	.....	5	16 50	.....
Mosinee,.....	2	...	...	...	7 8-4	41	46	87	.....	4	.....	3 7-8	1 1-2	11 00	17 00
	10	1	...	...	4 2-5	185	199	384	10	6	.....	2 1-4	2 1-3	22 00	20 33
MARQUETTE—															
Douglas,.....	5	...	2	...	2 7	124	113	237	...	1	2	7	3	15 69	10 80
Mecan,.....	4	...	2	...	2 3 1-2	97	84	181	...	1	3	3 1-2	11	17 50	11 50
Westfield,.....	4	...	1	...	6	99	79	178	...	5	.....	4 3-4	2	16 00	10 12
Packwaukee,...	7	...	3	...	2 7	147	113	260	...	...	6	.....	3	15 00	8 00
Buffalo,.....	12	...	6	...	5 6	183	147	310	...	2	9	4	2 1-2	18 00	9 00
Shields,.....	1	...	5	...	5 3	126	105	231	...	2	6	3	3	16 00	8 00
Crystal Lake,...	9	...	5	...	5 3	100	89	199	...	2	1	3	2	10 00	10 00
Montello,.....	6	...	3	...	1 6 1-3	148	150	298	...	1	.....	4 3-4	3 2-3	22 00	18 00
Oxford,.....	5	...	2	...	2 8	141	144	285	...	8	3	5 4-5	4	23 70	14 00
Neshkoro,.....	3	1	1	...	1 8	50	55	105	...	2	2	7	4	25 00	14 00
Moundville,...	5	...	1	...	1 4	87	71	168	...	2	2	2 1-2	3	14 00	5 00
Harris,.....	4	...	2	...	7 2-3	92	82	174	...	4	4	4 1-2	2 2-3	6 75	9 75
Springfield,...	5	1	3	...	1 4 1-2	60	48	108	...	2	3	3	3	11 00	11 00
Newton,.....	8	...	3	...	3 7	126	113	239	...	1	1	7	3	20 00	11 00
	78	2	39	5	30 5 3-4	1,580	1,403	2,963	.....	33	36	4 3-4	3 1-2	16 85	10 72
MILWAUKEE—															
Franklin,.....	5	...	6	...	26 1-11	368	311	677	676	.....	1	5 9-11	5	22 40	15 33
Greenfield,.....	9	...	6	...	4 6 8-15	506	479	985	978	6	2	4 6-6	4 1-15	23 75	12 68
Wauwatosa,.....	10	...	4	...	3 7 6-7	556	522	1,078	1,075	2	1	5 3-7	2 1-7	28 07	17 56

Table No. V.—continued.

Names of Counties and Towns	No. of School Districts.	No. of Dist. which have not Rep.	No. of parts of Districts.	No. of Dist. which have not Rep.	No. School Houses in Joint Dist.	Average No. of months Schools have been taught.	No. of Male Children residing in Town, over 4 and under 20 years of age.	No. of Female Children residing in Town, over 4 and under 20 years of age.	Total No. of Children residing in Town, over 4 and under 20 years of age.	No. of Children over 4 and under 20 years of age, who have attended School.	No. of Children under 4 years of age, who have attended School.	No. of Children over 20 years of age, who have attended School.	Average No. of months Child- dren between 4 and 20 years of age have attended School.	Average No. of months Schools have been taught by a Male Teacher.	Average No. of months Schools have been taught by a Female Teacher.	Average amount of Wages per month paid to Male Teachers.	Average amount of Wages per month pd. to Female Teachers.
MANITOWOC—																	
Buchanan, ...	9	9	4	4	4 1-5	205	191	386	386	2	2	2	4 1-4	4 3-5	.....	\$21 80	\$18 00
Cato, ...	6	6	.....	.....	4 1-5	243	241	484	484	2	2	2	4 1-2	1 1-10	3 1-10	25 83	17 00
Centreville, ...	5	5	1	1	4 4-5	224	202	426	426	.....	.....	.....	3 1-5	4 1-5	3-5	20 92	12 50
Cooperstown, ...	6	6	1	1	1 4	209	216	425	425	3	3	3	5 4	2	2	16 66	14 00
Eaton, ...	5	5	.....	.....	4 3-5	92	79	171	171	1	1	1	4 3-5	.....	4 3-5	.....	17 00
Franklin, ...	4	4	2	2	1 1-2	210	176	386	386	.....	.....	.....	5 1-2	3 1-2	4	19 00	14 55
Gibson, ...	6	6	1	1	5 1-2	162	126	288	288	1	1	1	3 3-5	3 1-10	2 2-10	23 81	18 00
Kosuth, ...	9	9	.....	.....	5 3-10	265	273	538	538	1	1	1	6 5-6	7 1-3	7 1-3	35 00	22 66
Manitowoc, ...	4	4	.....	.....	7 1-3	665	591	1,256	1,256	12	12	12	5 6-7	1 5-6	3 8-12	32 50	17 40
Manitowoc Rapids, ...	6	6	.....	.....	5 7-12	276	309	585	585	2	2	2	4 1-2	2 3-4	3	16 50	16 00
Maple Grove, ...	4	4	1	1	1 5 3-4	141	112	253	253	3	3	3	5 1-10	1 4-5	1 4-5	18 80	10 00
Meeme, ...	6	6	1	1	5 4-5	225	166	391	391	2	2	2	3 1-7	1 5-12	2 3-7	21 00	16 83
Minicoit, ...	6	6	1	1	1 4 1-7	204	220	424	424	.....	.....	.....	4 3-5	4 4-5	.....	25 40	.....
Newton, ...	5	5	.....	.....	4 4-5	285	280	565	565	4	4	4	3	3	3	.....	11 78
Rockland, ...	3	3	2	2	3	86	98	182	182	2	2	2	3	1 1-2	1 3-4	16 00	16 75
Schleswig, ...	4	4	.....	.....	3 1-4	96	82	178	178	.....	.....	.....	3	1 1-2	1 3-4	16 00	16 75

Two Rivers,.....																	
7	..	...	...	5 1-7	424	393	822	.....	10	6 5	3 8-7	3 1-7	21 50	12 37			
87	4	12	..	8 6	4,012	3,768	7,770	.....	41	26	4 1-2	2 1-2	15 78	15 66			
MARATHON—																	
Wausau,.....	4	1	...	13-24	96	119	215	.....	.....	.....	1 3-8	1-4	40 00	22 33			
Jenny,.....	2	...	...	6	26	9	44	4	2	.....	.....	4	.....	22 00			
Texas,.....	1	...	...	3	10	8	13	3	.....	.....	.....	3	.....	20 00			
Knowlton,.....	1	...	...	5	13	12	25	3	.....	.....	.....	5	16 50	.....			
Mosinee,.....	2	...	...	7 3-4	41	46	87	.....	4	.....	3 7-8	1 1-2	11 00	17 00			
10	1	...	...	4 2-5	185	199	384	10	6	.....	2 1-4	2 1-3	22 00	20 33			
MARQUETTE—																	
Douglas,.....	5	..	2	2 7	124	113	237	...	1	2 7	3	4	15 69	10 80			
Mecan,.....	4	..	2	2 3 1-2	97	84	181	.....	1	3 3 1-2	11	4	17 50	11 50			
Westfield,.....	4	..	1	6	99	79	178	.....	5	.....	2	4	16 00	10 12			
Packwaukee,...	7	..	3	2 7	147	113	260	.....	.....	.....	6	3	15 00	8 00			
Buffalo,.....	12	..	6	1 5 6	183	147	310	.....	2	9 4	2 1-2	4	18 00	9 00			
Shields,.....	1	..	5	5 3	126	105	231	.....	2	6 3	3	3	16 00	8 00			
Crystal Lake,...	9	..	5	5 3	100	99	199	.....	2	1	.....	3	10 00	10 00			
Montello,.....	6	..	3	1 6 1-3	148	150	298	.....	1	4 3-4	3 2-3	3 2-3	22 00	18 00			
Oxford,.....	5	..	2	2 8	141	144	285	.....	8	3 5 4-5	4	5 3-5	23 70	14 00			
Neshkoro,.....	3	1	..	1 8	50	55	105	.....	2	2 7	4	4	25 00	14 00			
Moundville,...	5	..	1	1 4	87	71	158	.....	2	2 2 1-2	3	3 1-2	14 00	5 00			
Harris,.....	4	..	2	7 2-3	92	82	174	.....	4	4 4 1-2	2 2-3	5	6 75	9 75			
Springfield,...	5	1	3	3 1 4 1-2	60	48	108	.....	2	3 3	.....	3	11 00	11 00			
Newton, ...	8	..	3	3 7	126	113	239	.....	1	1 7	3	4	20 00	11 00			
78	2	39	5	80 5 3-4	1,580	1,403	2,963	.....	33	36	4 3-4	3 1-2	16 85	10 72			
MILWAUKEE—																	
Franklin,.....	5	..	6	2 6 1-11	366	311	677	676	.....	1	5 9-11	5	23 40	15 33			
Greenfield,.....	9	..	6	4 6 8-15	508	479	985	978	5	2 4 6-6	4 1-15	4 1-15	23 75	12 68			
Wauwatosa,.....	10	..	4	3 7 6-7	556	522	1,073	1,076	2	1 5 3-7	2 1-7	5 6-7	28 07	17 68			

Table No. V.—continued.

Names of Counties and Towns.	No. of School Districts.	No. of Dist. which have not Rep.	No. of parts of Districts.	No. P's Dist. which have not Rep.	No. School Houses in Joint Dist.	Average No. of months Schools have been taught.	No. of Male Children residing in Town, over 4 and under 20 years of age.	No. of Female Children residing in Town, over 4 and under 20 years of age.	Total No. of Children residing in Town, over 4 and under 20 years of age.	No. of Children over 4 and under 20 years of age who have attended School.	No. of Children under 4 years of age who have attended School.	Average No. of months Children between 4 and 20 years of age have attended School.	Average No. of months Schools have been taught by a Male Teacher.	Average No. of months Schools have been taught by a Female Teacher.	Average amount of Wages per month paid to Male Teachers.	Average amount of Wages per month pd. to Female Teachers.
MILWAUKEE—cont'd.																
Granville,.....	10	..	2	..	..	5 5-6	588	588	1,101	1,092	8	6	8 1-2	2 1-3	\$21 88	\$11 17
Lake,.....	7	..	2	..	..	6 7-9	437	359	798	791	..	4	4 5-9	2 2-9	28 14	10 62
Oak Creek,.....	9	..	1	..	..	7 5-6	436	440	876	858	12	8	5 1-2	2 2-5	20 00	19 75
Milwaukee,.....	9	..	..	..	..	7	462	474	936	936	..	7	5 4-9	1 5-9	19 56	8 56
Milwaukee City,.	6	..	..	..	..	10	7,855	6,178	14,033	..	..	8	10	10	39 45	15 74
	68	..	21	..	9	7	11,186	9,296	20,482	6,404	22	23	5 1-4	8 1-2	24 77	19 80
MONROE—																
Adrian,.....	1	..	2	..	1	6 1-6	77	59	186	..	..	..	8 2-3	2 1-2	16 50	15 33
Angelo,.....	2	..	2	..	..	7 2-4	66	79	145	..	..	4 5-8	2 1-2	7 1-4	14 00	10 25
Clifton,.....	1	..	1	..	..	8	20	15	35	35	..	8	8	..	16 00	8 00
Eaton,.....	1	..	..	..	..	6	17	10	27	..	..	5	..	6	..	16 00
Glendale,.....	2	..	2	..	..	8 1-5	46	40	86	..	..	2 1-5	..	2 2-5	15 00	13 00
Leon,.....	5	1	2	..	..	5	118	84	202	..	..	..	4 1-4	4	25 15	12 00
Le Roy,.....	1	..	2	..	..	6	82	43	75	6	1	6	4	4 1-2	12 50	12 00

La Fayette,.....	4	1	1	4	46	54	100	.....	.....	.....	4	4	4	21 00	11 00
Little Falls,.....	5	1	1	6	67	64	181	.....	.....	.....	1 1-2	7	.....	16 00	11 00
Greenfield,.....	10	3	1	3	115	125	240	.....	.....	.....	.....	4 4-7	.....	.....	12 57
Portland,.....	9	1	1	3 1-4	98	78	176	.....	1	.....	3 1-4	8	.....	16 00	12 00
Ridgeville,.....	4	1	1	1 5 1-2	82	73	155	.....	.....	.....	5	3 1-2	.....	20 21	14 23
Sheldon,.....	4	2	2	4 3-4	59	55	114	.....	.....	.....	3 2-3	8	.....	13 00	12 23
Sparta,.....	8	1	1	7	290	270	580	.....	.....	.....	6	10	.....	27 00	15 00
Tomah,.....	6	1	3	1 5	73	69	142	.....	.....	.....	.....	.....	.....	25 00	15 00
Wellington,.....	3	2	2	4 1-10	48	36	84	.....	.....	.....	3 2-5	1 3-5	.....	15 00	11 25
Wilton,.....	5	1	1	6 1-4	62	79	141	.....	.....	.....	5 1-3	.....	.....	14 25	9 91
	71	5	23	1 3 5	1,316	1,233	2,549	41	2	2	4	3 1-4	4 1-2	16 67	12 52
OCONTO—															
Marquette,.....	2	.....	.....	8 3-4	60	52	112	80	4	.....	3 3-4	5	.....	42 50	27 00
Peshigo,.....	3	.....	.....	4 1-3	141	73	214	120	.....	.....	2 6	6	.....	28 50	20 00
Stiles,.....	4	.....	.....	8	64	61	125	70	1	.....	8	4	.....	30 00	14 00
Oconto,.....	4	.....	.....	2 8	76	57	133	100	.....	.....	5 1-2	.....	.....	42 50	21 00
Oconto Village,...	2	.....	.....	2 10 1-2	108	115	223	120	2	.....	4 10 1-2	10 1-2	.....	42 50	.....
Pensaukee,.....	4	.....	.....	4 1-2	58	50	103	66	.....	.....	4 1-2	.....	.....	.....	14 00
	19	.....	.....	4 7	507	408	915	556	7	14	7	6	.....	87 20	19 20
OUTAGAMIE—															
Appleton City,...	4	.....	.....	10 1-4	307	317	624	.....	.....	.....	3 1-4	4 1-2	5 3-4	32 67	14 00
Bovina,.....	4	1	1	4 2-3	38	36	74	.....	1	.....	3 3-10	1	.....	43 25	13 40
Buchanan, ...	3	.....	.....	.....	54	57	111	.....	.....	.....	5	1	.....	23 25	19 00
Centre, ...	4	.....	.....	5	66	65	131	.....	2	.....	3 3-4	2	.....	23 50	13 50
Dale,.....	5	1	1	5 1-2	114	96	210	.....	4	.....	3 3-4	2	.....	14 00	7 95
Ellington,.....	8	1	1	4 1-2	138	99	237	.....	1	4	4 1-3	2 2-3	3 6-8	22 68	15 04
Embarrass,.....	2	1	1	5 2-3	44	40	84	.....	.....	.....	2 1-3	3 1-3	.....	28 00	17 33
Freedom,.....	3	1	1	4 7-8	141	103	244	.....	1	.....	1 4 7-8	3 1-4	3 1-4	21 00	14 50
Grand Chute,....	8	.....	.....	5 4-5	142	138	280	.....	2	4	2 1-2	4 5	.....	26 50	12 50

Table No. V.—continued.

Names of Counties and Towns.	No. of School Districts.	No. of Dist. which have not Rep.	No. of parts of Districts.	No. of Dist. which have not Rep.	No. School Houses in Joint Dist.	Average No. of months Schools have been taught.	No. of Male Children residing in Town, over 4 and under 20 years of age.	No. of Female Children residing in Town, over 4 and under 20 years of age.	Total No. of Children residing in Town, over 4 and under 20 years of age.	No. of Children over 4 and under 20 years of age who have attended School.	No. of Children under 4 years of age who have attended School.	Average No. of months Children between 4 and 20 years of age have attended School.	Average No. of months Schools have been taught by a Male Teacher.	Average No. of months Schools have been taught by a Female Teacher.	Average amount of Wages per month paid to Male Teachers.	Average amount of Wages per month paid to Female Teachers.
OUTAGAMIE—con.																
Greenville,.....	8	..	2	1	..	5 1-10	199	171	361	9	10	4	1-2	4 3-5	\$23 00	\$12 30
Hortonia,.....	4	..	1	..	7	141	106	247	..	..	..	5 1-2	5	4	23 33	15 00
Kaukauna,.....	3	..	2	..	2 8	190	153	343	..	..	1	5 1-5	6	2	21 30	5 40
Liberty,.....	1	..	3	..	2 5	87	25	62	..	..	..	1 3-4	2 3-4	2 1-4	32 67	14 00
Osborn,.....	1	..	..	..	..	..	8	10	18	..	..	..	..	..	..	..
	58	13	13	1	7	5 2-3	1,610	1,416	3,026	25	21	4	2 2-3	3 1-2	\$25 81	\$13 55
OZAUCKEE—																
Belgium,.....	8	..	..	..	..	6 5-8	544	497	1,041	..	..	5 1-4	5 1-2	1 1-8	\$18 12	\$17 60
Cedarburg,.....	6	..	4	..	3	8 1-6	599	658	1,257	..	..	8 1-6	7 1-3	4	23 64	13 57
Fredonia,.....	8	..	3	..	1 4	398	388	786	..	3	3	4 6-6	4	4	20 60	11 66
Grafton,.....	5	..	2	..	6 6-7	419	355	774	..	5	5	4 4-7	4	2 6-7	20 14	11 14
Mequon,.....	13	..	2	..	8	683	707	1,390	..	4	9	5 1-2	6	5 1-3	23 00	15 33
Pt. Washington,.....	6	..	2	..	2	5 3-7	634	457	991	6	..	4 3-7	3 6-7	2 2-7	18 93	16 12

Stevens Point,....	1	2	3	80	11	41	.....	1	.....	3	3	8	.....	19 88	.....
Stevens Pt City,....	6	3	3 10	206	182	389	.....	4	.....	3 2-3	6 1-3	10	.....	82 66	19 16
Hull,.....	2	.....	3 4-6	88	86	174	.....	.....	3	4 1-6	1	3 2-6	.....	18 00	11 50
Eau Claire,.....	51	5 26	9 3 1-3	1,186	1,027	2,218	.....	12	18	3 1-2	1 1-2	3 1-3	.....	6 50	8 87
187 RACINE—															
Racine,.....	18	2	2 7 1-9	258	225	488	.....	5	9	7 1-9	4	4 1-3	.....	21 15	14 06
Mt. Pleasant,....	4	6	5 8 1-7	297	249	546	.....	.....	12	.....	4	5 2-5	.....	23 30	15 70
Caledonia,.....	6	5	1 7 1-2	868	303	671	.....	10	9	5 6	3 5-7	4 7-8	.....	24 14	14 30
Raymond,.....	8	5	1 7 2-7	252	225	477	.....	9	12	3 1-2	2 8-9	4 1-8	.....	23 16	14 00
Yorkville,.....	5	8	3 7 1-6	272	246	518	.....	2	11	4 8-4	3 2-3	4 3-4	.....	24 66	14 68
Dover,.....	6	3	1 6 4-5	261	215	478	.....	1	11	3 1-2	3 2-5	8 2-5	.....	21 68	12 44
Norway,.....	3	3	2 6 1-3	202	170	372	.....	.....	10	4 1-8	1 1-6	5 1-2	.....	19 00	14 47
Rochester,.....	3	4	2 7 4-7	191	185	378	.....	4	9	7 4-7	4 5-7	4	.....	23 50	9 14
Waterford,.....	6	3	.....	308	314	622	.....	1	3	7 1-8	4	5 3-8	.....	24 00	13 70
Burlington,.....	5	4	1 6 1-8	433	430	863	.....	2	6	4 7-9	4 3-4	4	.....	24 43	11 86
Racine City,.....	1	.....	1 10	1,467	1,549	3,016	.....	6	7	4 3-4	10	10	.....	57 50	28 33
60 2 45 19 7 1-3 4,309 4,111 8,420 378 40 95 5 1-5 4 2-3 5 2-3 26 04 14 75															
RICHLAND—															
Akan,.....	4	1	.....	44	88	77	.....	.....	.....	2 1-2	3 1-3	3	.....	16 00	14 00
Bloom,.....	5	2	2 4	125	106	231	.....	.....	10	4	4	3 1-3	.....	19 75	14 00
Buena Vista,....	5	1	4 1 8 6	156	185	341	.....	2	4	4	3	4 8-4	.....	19 00	14 84
Dayton,.....	5	1	3 3 1-2	104	88	192	.....	.....	1	3	8	3	.....	21 00	11 75
Eagle,.....	6	2	2 3	184	191	375	.....	1	204	3	2	1	.....	21 00	14 37
Forest,.....	7	4	3 10	189	101	290	.....	49	4	3	3 1-2	4	.....	18 00	12 34
Henrietta,.....	6	1	1 4	185	96	281	.....	2	.....	4	2	3	.....	21 00	10 00
Ithaca,.....	6	1	1 4 6	205	168	363	.....	5	9	4	2	3	.....	13 00	8 60
Marshall,.....	5	2	2 4	146	96	244	.....	.....	8	2 1-2	2 1-2	1 1-2	.....	18 55	18 77
Richmond,.....	5	1	1 3 2-3	136	183	274	.....	.....	3	.....	.....	.....	.....	21 35	11 00
Richwood,.....	7	1	4 3-4	195	156	353		1	3		2 5-6	2		12 76	7 29
Rockbridge,.....	5	3	3 4	126	101	228		6	4	3	3	3		19 66	9 00

Table No. V.—continued.

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Pole—continued.																	
St. Croix Falls, ..	2	..	..	..	..	59	48	107	14	..	..	..	3 1-2	..	5	..	\$20 62
Stirling, ...	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
PORTAGE—																	
Amherst, ...	2	..	3	..	..	65	66	131	..	..	..	..	4 1-4	1 3-5	3 3-5	8 60	8 80
Almond, ...	4	..	3	..	..	76	69	145	..	..	..	..	3 5-7	6-7	4	5 85	8 14
Belmont, ...	8	..	..	..	..	100	88	188	2	..	..	..	2 7-8	1 1-8	2 6-8	7 88	9 28
Buena Vista, ...	4	..	1	..	..	77	79	156	..	..	..	..	3 4-5	1 1-5	8 2-5	7 20	8 20
Lanark, ...	5	2	..	..	..	57	53	110	..	..	..	..	2 2-5	4-5	2 1-5	9 60	4 85
Linwood, ...	8	2	1	..	..	18	15	33	..	..	..	..	1 5	1 1-2	8 1-2	14 00	5 66
New Hope, ...	5	..	..	..	..	87	66	153	..	..	..	..	1 2-5	1 1-5	2 3-5	6 60	9 00
Plover, ...	3	..	5	..	2	168	165	333	1	..	..	..	2 6 1-4	1 1-8	5 1-2	20 55	12 63
Pine Grove, ...	3	1	4	..	1	73	56	129	..	..	..	..	3	3 1-2	3 1-2	18 00	9 68
Stockton, ...	5	..	4	..	3	128	85	211	3	..	..	..	4 1-2	1 7-9	3 2-9	15 40	8 68
	10	2	..	..	..	210	163	373	14	..	..	..	3 1-2	1 1-3	3 1-3	\$23 86	16 03

Stevens Point,...	1	..	2	..	3	80	11	41	.....	1	.....	3	3	.....	19 33	.....
Stevens P't City,...	...	...	3	...	3 10	206	182	338	.....	4	.....	3 2-3	6 1-8	10	32 66	19 16
Hull,.....	6	...	...	...	8 4-6	88	86	174	.....	.....	3	4 1-6	1	8 2-6	16 00	11 50
Eau Claire,.....	2	...	...	...	8	15	6	21	.....	.....	.....	3	.....	8	.....	6 50
	51	5	26	..	9 3 1-3	1,186	1,027	2,213	.....	12	13	3 1-2	1 1-2	3 1-3	15 10	8 87
RACINE—																
Racine,.....	13	2	4	..	2 7 1-9	258	225	483	.....	5	9	7 1-9	4	4 1-3	21 15	14 06
Mt. Pleasant,....	4	...	6	...	6 8 1-7	297	249	546	.....	.....	12	.....	4	5 2-5	23 30	15 70
Caledonia,.....	6	...	5	...	1 7 1-2	368	303	671	.....	10	10	5	3 5-7	4 7-8	24 14	14 30
Raymond,.....	8	...	5	...	1 7 2-7	252	225	477	.....	9	12	3 1-2	2 8-9	4 1-8	23 16	14 00
Yorkville,.....	5	...	8	...	3 7 1-6	272	246	518	.....	2	11	4 3-4	3 2-3	4 3-4	24 66	14 63
Dover,.....	6	...	3	...	1 6 4-5	261	215	476	.....	1	11	3 1-2	3 2-5	3 2-5	21 68	12 44
Norway,.....	3	...	3	...	2 6 1-3	202	170	372	.....	1	10	4 1-8	1 1-6	5 1-2	19 00	14 47
Rochester,.....	3	...	4	...	2 7 4-7	191	185	378	.....	4	9	7 4-7	4 5-7	4	23 50	9 14
Waterford,.....	6	...	3	...	.....	308	314	622	.....	1	3	7 1-8	4	5 3-8	24 00	13 70
Burlington,.....	5	...	4	...	1 6 1-8	433	430	863	.....	2	6	4 7-9	4 3-4	4	24 43	11 36
Racine City,.....	1	...	.....	...	1 10	1,467	1,549	3,016	.....	6	7	4 3-4	10	10	57 50	28 33
	60	2	45	..	19 7 1-3	4,309	4,111	8,420	.....	40	95	5 1-5	4 2-3	5 2-3	26 04	14 75
RICHLAND—																
Akan,.....	4	1	...	...	3	44	38	77	77	.....	.....	2 1-2	3 1-3	3	16 00	14 00
Bloom,.....	5	...	2	...	2 4	125	106	231	231	...	10	4	4	3 1-3	19 75	14 00
Buena Vista,....	5	1	4	1	3 6	156	185	341	341	2	4	4	3	4 3-4	19 00	14 84
Dayton,.....	5	1	3	...	3 3 1-2	104	88	192	192	.....	1	3	3	3	21 00	11 75
Eagle,.....	6	2	2	2	3	184	191	375	320	.....	204	3	2	1	21 00	14 37
Forest,.....	7	...	4	...	3 10	189	101	290	88	49	4	3	3 1-2	4	18 00	12 34
Henrietta,.....	6	...	1	...	1 4	185	96	231	89	2	.....	4	2	3	21 00	10 00
Ithaca,.....	6	1	5	1	4 6	205	168	363	363	5	9	4	2	3	13 00	8 60
Marshall,.....	5	...	2	...	2 4	146	98	244	244	.....	8	2 1-2	2 1-2	1 1-2	18 55	13 77
Richmond,.....	5	...	1	...	1 3 2-3	136	133	274	274	.....	3	.....	.....	.....	21 35	11 00
Richwood,.....	7	...	1	...	1 4 3-4	195	168	353	353	1	3	4	2 5-8	2	12 76	7 29
Rockbridge,.....	5	...	3	...	3 4	126	101	228	228	6	4	3	3	3	19 66	9 00

Table No. V.—continued.

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																\$19 00	\$11 60	
RICHLAND—continued.																		
Richland,.....	9	5	36	4	31	4 1-4	2,298	1,863	4,166	3,718	80	260	3	2 1-2	2	2	\$19 00	\$11 60
Sylvan,.....	7	1	...	...	...	4	106	85	191	191	4	4	2	2	2	2	18 08	8 20
Willow,.....	7	1	...	...	2	3	88	74	162	162	2	1	2	1	2	2	14 70	6 50
Westford,.....	4	...	3	...	3	4	105	83	188	188	7	2	3	1	1-2	2 1-2	15 32	11 00
	89	5	36	4	31	4 1-4	2,298	1,863	4,166	3,718	80	260	3	2 1-2	2	2	18 01	11 16
ROCK—																		
Avon,.....	7	...	4	...	3 6 7-11	206	192	398	...	...	...	2	5 5-11	1 3-8	5 1-5	9 22	10 63	
Beloit,.....	5	...	4	...	1 8 1-2	165	149	314	...	...	3	4	4 7	6 1-3	6 1-2	40 37	19 97	
Beloit, city,.....	2	...	...	...	.. 9 1-8	627	695	1,322	...	...	...	6	3 1-4	10	10	80 00	28 10	
Bradford,.....	4	...	8	...	.. 3 6	216	191	407	...	...	...	11	7 5-7	4	3 5-7	22 86	12 71	
Clinton,.....	4	...	7	...	3 8 2-11	317	297	614	...	...	2	11	4 1-4	3 1-5	5	24 11	14 30	
Centre,.....	3	...	8	1	2 8 1-4	222	188	408	...	...	3	3	5 2-15	3 2-5	5	16 75	12 33	
Fallen,.....	8	...	3	...	3 7	342	336	678	...	...	5	4	5	5	5 1-4	26 12	12 04	
Harmony,.....	8	...	1	...	1 7 3-9	184	167	351	...	...	2	5	3 3-9	3 3-9	3 4-9	23 55	13 55	

Table No. V.—continued.

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SAUK—																		
Spring Green,...	5	..	2	..	..	6 2-7	168	157	325	..	..	1	3 3-4	1 1-14	5	\$10 58	\$14 28	
Troy,.....	3	..	6	..	..	3 4 5-6	167	127	294	..	..	3	3 1-3	1 7-9	2 5-6	12 22	9 50	
Prairie du Sac,...	6	..	4	..	..	1 5 2-3	313	274	587	..	10	6	3 8-9	3 1-9	2 5-9	21 55	9 47	
Bear Creek,.....	5	..	2	..	..	2 6	103	101	204	..	..	3	3 1-3	1 5-8	4 3-8	9 00	8 25	
Franklin,.....	6	..	4	..	..	1 3 2-9	105	108	208	..	..	3	2 8-4	1 2-9	2 2-9	5 33	6 94	
Honey Creek,...	9	1	3	1	..	8 4	204	169	373	..	..	6	1 1-10	2 2-5	1 3-5	14 80	6 15	
Kington,.....	6	..	3	..	..	1 6 7-8	178	169	347	..	..	6	3 2-3	2 1-9	4 5-18	14 28	11 19	
Merrimac,.....	6	..	1	..	..	1 7	141	131	272	..	..	1	4 1-7	1 9-14	5 4-14	9 71	13 32	
Washington,...	9	..	2	..	..	1 5 1-2	235	202	437	..	..	2	4 5-11	1 6-11	4 5-11	7 52	11 91	
Westfield,.....	6	..	3	..	..	1 6	137	115	253	..	..	2	4 5-9	2 8-9	3 1-9	16 52	9 89	
Freedom,.....	5	..	1	..	..	6 1-12	118	103	219	..	..	3	4 5-12	1 4	1-3	7 67	12 66	
Baraboo,.....	6	..	4	..	..	7 4-5	892	899	791	..	..	6	4 2-5	2 2-5	5 4-10	11 53	12 52	
Greenfield,.....	4	..	3	..	..	2 6	136	114	250	..	..	7	5 4-7	1 2-7	4 6-7	10 14	13 44	
Reedsburg,.....	6	..	4	..	..	2 7	254	231	485	..	..	21	4 9-10	3 4-5	4	18 90	8 90	
Excelsior,.....	6	..	4	..	..	2 4 2-8	185	129	264	..	..	1	4 2-3	1 2-3	3	20 00	12 80	
Fairfield,.....	4	..	3	..	..	2 6 5-14	136	106	244	..	..	5			8	23 46	14 14	

WALWORTH—

Sharon, ...	9	5	87	5-7	391	343	784	.....	4	8	5 1-2	3 5-7	4	19	71	12	57
Darien, ...	5	7	8	1-2	305	264	569	.....	2	2	5	4	4 1-2	23	83	10	76
Richmond, ...	6	6	2	6 1-4	206	195	401	.....	4	2	4 1-2	2 8-4	4 1-12	15	75	11	85
Whitewater, ...	6	7	1	11 2-3	662	549	1,211	.....	1	8	6	5 2-3	6	85	66	14	50
Walworth, ...	6	5	8	9-11	263	267	590	.....	2	9	3 8-11	3 7-10	5 2-11	18	00	11	00
Delavan, ...	6	4	9	2-10	479	466	945	.....	8	10	4 1-10	4 1-10	5 1-10	25	90	11	40
Sugar Creek, ...	5	5	1	7 3-8	223	200	423	.....	6	10	3 7-10	2 1-5	5 1-6	20	50	10	50
La Grange, ...	4	6	4	8 4-10	259	255	514	.....	.....	7	5 1-2	4 5-24	4 2-10	22	18	9	90
Linn, ...	6	5	2	7 6-11	203	188	391	.....	.....	1	4 5-11	2	5 8-11	19	83	10	55
Geneva, ...	5	8	5	7 5-13	405	407	812	.....	2	3	4 8-5	3 7-26	5 8-26	17	69	9	88
La Fayette, ...	5	6	4	7	225	218	448	.....	3	8	4	3	4	16	04	6	35
Troy, ...	5	7	1	2 3 3-4	260	231	481	.....	3	12	6 1-2	3	5	23	00	16	00
Bloomfield, ...	5	5	2	7 6-10	261	195	456	.....	4	10	5 1-5	3 3-10	4 8-10	19	55	8	87
Hudson, ...	8	3	3	6 7-10	306	266	572	.....	3	7	5 1-2	3	3 7-10	23	00	10	27
Spring Prairie, ..	11	1	1	2 3 8-10	279	254	583	.....	1	2	.....	4 8-10	4	21	90	8	10
East Troy, ...	5	4	8	6-10	328	313	689	.....	1	5	5	4 1-2	4 1-8	24	61	11	00
Elk Horn, ...	1	.....	10	.....	161	203	364	.....	.....	5	4	10	10	47	50	51	50
	99	84	1	34 3	5,204	4,814	10,018	.....	39	109	4 1-5	4	4 3-4	23	21	13	20

WASHINGTON—

Addison, ...	8	1	2	6	418	376	794	.....	.....	.....	3	3 7-16	2 1-2	22	00	15	00
Barton, ...	6	2	7	3-8	243	196	439	.....	6	9	3 7-8	3 5-8	3 8-4	24	28	14	55
Erin, ...	6	6	9	.....	323	323	712	.....	7	8	6	7	2	23	00	10	00
Farmington, ...	7	4	1	7	347	330	677	.....	2	6	.....	3	4	23	00	12	00
Germanatown, ..	8	4	2	5 3-4	563	492	1,045	.....	4	2	4 7-12	5	0 11-12	26	88	12	50
Hartford, ...	8	4	2	7 1-5	518	456	974	.....	5	2	5 2-5	4	5	19	22	11	81
Jackson, ...	9	3	2	6 3-4	388	321	709	.....	8	1	6 3-4	5 3-4	1	20	00	12	00
Kewaskum, ...	5	1	1	6 2-3	200	161	361	.....	5	17	4 5-8	1 5-6	4 5-8	19	33	10	96
Polk, ...	6	4	6	2-5	557	468	1,023	.....	.....	.....	4 3-10	5 1-2	0 7-10	26	73	15	80
Richfield, ...	5	7	5	6	431	393	879				5	4	3	23	00	13	00
Trenton, ...	4	6	5	7	301	337	683		5	43	7	2 1-2	4 1-3	30	00	11	00

Table No. V.—continued.

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WASHINGTON—con.																		
Wayne, ...	6	..	3	..	2	8	314	310	624		6		3 1-3	4 1-2	4 1-2	\$20 00	\$12 60	
West Bend, ...	4	..	4	..	1	6 5-8	286	286	592		1		4 5-8	2 1-2	5 1-4	27 25	14 17	
	81	..	51	..	222	6 3-4	5,005	4,462	9,467		49	91	4 3-4	4	8	22 67	12 67	
WAKESHA—																		
Vernon, ...	6	..	3	..	2	6 1-3	196	215	411		7	10	4 1-3	3 3-8	3 2-3	22 89	11 04	
Brookfield, ...	9	..	6	..	3	6 2-3	418	333	751		9	6	6 2-5	3 2-5	3	25 93	11 66	
Menomonee, ...	6	..	6	..	4	8	410	410	820		29	8	5 1-2	5 1-2	6	25 25	15 29	
Oconomowoc, ...	5	..	7	..	3	8 1-2	432	387	819		2	11	5 8-5	3	5 1-2	14 37	12 17	
Deladfield, ...	6	..	5	..	2	7 3-4	271	293	564		12	21	4 1-2	4 3-4	3 1-3	20 45	9 12	
Mukwonago, ...	4	..	5	..	1	7 1-3	269	281	550		13	7	6 4-5	2 1-3	4 1-3	24 71	16 25	
Genesee, ...	6	..	7	..	1	8 1-3	347	360	697		5	32	6 4-7	4 1-2	3	25 00	14 33	
Eagle, ...	3	..	6	..	2	8 1-3	269	243	512		7	5	6 1-3	5	3 1-3	26 88	10 11	
Munkego, ...	5	..	5	..	..	6 5-7	318	265	583		7	6	6 8-4	3 1-7	3 1-2	24 83	15 33	
Summit, ...	3	..	7	..	..	7 2-3	253	224	477		11	9	4	4 1-2	3 1-5	30 50	14 33	

WINNEBAGO—

Algoma,.....	6	..	3	..	7 5-6	137	276	276	9	14	6	4 3-4	3 1-5	4	24 60	12 70
Black Wolf,.....	5	1	..	..	5 3-4	105	241	241	3	4	4 3-4	1 1-4	2 5-8	..	20 25	9 63
Clayton,.....	4	..	5	..	6 6-9	210	398	398	9	8	4 7-9	3 1-3	3 6-9	..	17 67	10 05
Menasha,.....	8	2	..	3	4 2-3	281	561	561	8	8	4 3-4	3 3-4	3	..	23 11	13 50
Neenah,.....	7	..	3	..	7 1-7	255	509	509	..	..	5 3-4	3 3-7	5	..	18 78	10 00
Nekimi,.....	8	..	4	..	5	268	192	400	5	7	5 1-6	4 1-2	4 1-2	..	19 75	14 50
Nepesankun,.....	10	..	6	2	6 2-6	183	351	351	..	..	6	3 2-3	3 2-3	..	24 63	14 50
Oaktoah,.....	4	..	3	..	..	108	247	247	..	..	6	3 1-7	3	..	22 00	7 50
Oaktoah City,...	1	..	..	..	10	1,053	1,986	1,986	..	..	9 1-3	10	..	..	80 00	22 00
Orishala,.....	4	2	..	..	5	20	88	88	..	..	3 1-2	..	5	..	..	14 50
Omo,.....	4	..	9	3	7 1-2	363	822	822	2	30	5 3-4	4 3-5	5	..	25 50	15 33
Poygun,.....	6	..	2	2	5	183	109	247	3	..	4 2-3	3	4 1-2	..	20 00	10 08
Rushford,.....	11	..	2	..	6 8	311	295	606	1	8	5	3 1-2	4 1-2	..	17 25	11 00
Utica,.....	5	..	5	1	8	231	195	426	2	10	6 2-5	3 3-5	5 1-9	..	19 95	10 50
Vinland,.....	4	..	4	..	7 1-3	168	179	347	1	3	5 3-4	4 1-4	3 1-4	..	22 73	7 91
Winneconne,....	3	..	3	2	7	220	211	431	15	3	7	3 1-3	4	..	21 83	11 66
Winchester,...	7	..	1	..	5 1-7	216	400	400	3	2	4 2-7	2 5-7	2 3-7	..	20 20	13 20
	97	4	56	19	6	4,221	8,286	8,286	61	105	5 1-3	3 3-4	4 1-4	..	24 26	12 20

WOOD—

Centralia,.....	1	..	..	..	8	53	97	..	15	..	6	..	8	..	..	20 00
Dexter,.....	1	..	..	..	3	35	57	..	..	..	3	..	..	..	..	12 00
Grand Rapids,...	5	1	..	..	6 1-2	116	207	..	6	..	6 1-2	..	6 1-2	..	23 75	23 75
Hamlock,.....	1	..	..	..	8	19	25	44	..	..	6	..	6	..	..	20 00
Rudolph,.....	2	..	..	..	4 1-2	32	60	..	..	..	4 1-2	..	4 1-2	..	..	..
Saratoga,.....	3	..	..	..	5 2-5	57	105	..	..	1	5 1-2	4 1-2	4	..	18 00	11 50
	13	1	..	..	5 1-2	312	570	..	20	1	5	4 1-2	5 1-3	..	18 00	17 45

WINNEBAGO—

Algoma.....	6	..	3	..	7 5-6	139	187	276	276	9	14	6	4	3 1-5	4	24 60	12 70
Black Wolf.....	5	..	1	..	5 3-4	136	105	241	241	8	4	4 3-4	1 1-4	2 5-8	20 25	9 66	10 05
Clayton.....	4	..	5	..	6 5-9	188	210	388	388	9	8	4 7-9	3 1-3	3 5-9	17 57	18 50	10 00
Menasha.....	8	2	3	..	4 2-8	280	281	561	561	8	8	4 3-4	3 3-4	5	18 75	10 00	14 50
Neenah.....	7	..	3	..	7 1-7	254	255	509	509	..	..	5 3-4	3 3-7	5	19 75	14 50	14 50
Nekimi.....	8	..	4	..	5	208	182	400	400	5	7	5 1-8	3 1-4	4 1-2	24 66	14 50	14 50
Nepesun.....	10	..	6	..	6 2-8	168	168	361	361	..	..	6	3 2-3	3 2-3	23 00	7 50	22 00
Oshkosh.....	4	..	3	..	6	139	108	247	247	..	..	6	3 1-7	3	80 00	..	..
Oshkosh City.....	1	..	..	..	10	983	1,053	1,986	1,985	..	..	9 1-3	10	5	..	..	..
Orihula.....	4	2	..	..	5	18	20	88	88	..	..	3 1-2	..	..	..	..	..
Omro.....	4	..	9	..	3 7 1-2	469	363	822	822	2	30	5 3-4	4 3-5	5	25 50	15 38	10 08
Poygun.....	6	..	2	..	2 5	138	109	247	247	3	..	4 2-8	3	4 1-2	20 00	10 08	11 00
Rushford.....	11	..	2	..	6 8	811	295	606	606	1	8	5	3 1-2	4 1-2	17 25	11 00	10 50
Utica.....	5	..	5	..	1 8	281	195	426	426	2	10	6 2-5	3 3-5	5 1-9	19 95	10 50	7 91
Vinland.....	4	..	4	..	7 1-3	168	179	347	347	1	8	5 3-4	4 1-4	3 1-4	23 73	7 91	11 68
Winnecone.....	3	..	3	..	2	220	211	431	431	15	3	7	3 1-3	4	21 83	11 68	13 20
Winchester.....	7	..	1	..	5 1-7	216	184	400	400	3	2	4 2-7	2 5-7	2 3-7	30 20	..	..
	97	4	56	..	19 6	4,221	4,065	8,286	8,385	61	105	5 1-3	3 3-4	4 1-4	24 26	12 29	..

WOOD—

Centralia.....	1	..	..	..	8	53	44	97	97	15	..	6	..	8	..	20 00	12 00
Dexter.....	1	..	..	..	3	35	22	57	57	..	..	8	..	3	..	23 75	20 00
Grand Rapids.....	5	1	..	..	6 1-2	116	91	207	207	5	..	6 1-2	..	6 1-2	..	..	..
Hemlock.....	1	..	..	..	6	19	25	44	44	..	..	6	..	6	..	..	..
Rudolph.....	2	..	..	..	4 1-2	32	28	60	60	..	..	4 1-2	..	4 1-2	..	..	..
Saratoga.....	3	..	..	..	5 2-5	57	48	105	105	..	1	5 1-2	4 1-2	4	18 00	11 50	..
	18	1	..	..	6 1-2	312	258	570	570	20	1	6	4 1-2	5 1-3	18 00	17 45	..

TABLE NO. V.—RECAPITULATION.

Names of Counties.	No. of School Districts.	No. of Dist. which have not Rep.	No. of parts of Districts.	No. of Dist. which have not Rep.	No. School Houses in Joint Dist.	Average No. of months Schools have been taught.	No. of Male Children residing in Town, over 4 and under 20 years of age.	No. of Female Children residing in Town, over 4 and under 20 years of age.	Total No. of Children residing in Town, over 4 and under 20 years of age.	No. of Children over 4 and under 20 years of age who have attended School.	No. of Children under 4 years of age who have attended School.	Average No. of months Children between 4 and 20 years of age have attended School.	Average No. of months Schools have been taught by a Male Teacher.	Average No. of months Schools have been taught by a Female Teacher.	Average amount of Wages per month paid to Male Teachers.	Average amount of Wages per month paid to Female Teachers.
Adams,.....	62	1	29	2	16	9	1,370	1,218	2,588	.....	.....	3 1-2	1	4	\$28 07	\$9 53
Bad Ax,.....	77	7	36	6	18	3 1-2	1,741	1,621	3,362	96	29	8	2	2 1-4	17 98	10 80
Brown,.....	53	1	6	1	1	5 2-3	2,855	2,482	5,337	170	52	4	3	8	22 43	14 26
Buffalo,.....	26	...	8	3	...	6 1-2	556	448	1,001	841	33	6 1-2	5 3-4	6 1-2	25 44	10 80
Calumet,...	52	2	6	...	3	5 1-3	1,288	1,215	2,503	.....	32	4 1-4	3 1-4	4 1-4	22 86	12 64
Chippewa,...	10	...	.....	...	...	6 1-4	183	217	410	.....	2	4 1-2	2 1-2	5	30 00	18 53
Clark,.....	6	1	2	...	1	5 1-2	183	79	212	8	2	6	2 1-2	4 1-4	20 41	19 92
Columbia,...	133	1	58	5	...	6	4,571	4,862	9,433	6,227	91	4 1-2	3 3-4	4	23 10	13 88
Crawford,...	83	1	27	2	14	4	1,598	1,453	3,051	.....	48	3	2	3	15 81	11 08
Dane,.....	179	8	107	10	43	6 1-4	8,128	7,262	15,464	749	88	4 1-2	3 3-4	4	24 37	13 43
Dodge,.....	143	1	94	8	43	6 3-4	8,179	7,479	15,658	.....	99	4 1-2	3 3-4	4 1-4	23 50	12 36
Door,.....	13	...	.....	...	3	4 1-4	247	221	468	18	3	3 1-3	3 1-3	2 1-2	22 72	13 00
Douglas,...	3	...	.....	...	...	.....	74	77	151	.....	.....	3 3-4	5	12	25 00	27 00
Dunn,.....	22	3	4	1	...	3 3-4	264	217	481	.....	8	2 1-2	1 3-4	3 1-2	24 03	16 17
East Claire,...	21	4	2	...	1-2	4 1-2	356	307	663	663	4	4	2 1-2	3 1-3	24 83	17 75
Fond du Lac.	133	3	67	3	15	7 1-2	6,323	5,954	12,277	.....	91	5 1-4	4	4 3-4	23 69	11 80

Grant,.....	150	8	53	1	1	5	5,974	5,519	11,493	753	50	86	4 1-4	4	3	23 48	14 60
Green,.....	100	...	45	1	22	6	3,807	3,461	7,288	.....	52	121	4 1-4	3	8	20 08	10 67
Green Lake,...	54	...	35	4	23	6 3-4	2,277	2,226	4,503	.....	42	53	5	4 1-2	4 1-2	24 16	13 96
Iowa,.....	85	5	23	2	10	6 1-3	4,012	3,663	7,675	928	42	55	4	4 1-2	4 1-4	26 28	15 46
Jackson,.....	27	1	1	1	1	4 3-4	567	545	1,112	1,112	20	19	4 1-2	3	4	23 11	11 90
Jefferson,...	173	1	85	..	57	7 1-2	4,946	4,601	12,362	1,184	80	75	4 2-3	3	3 8-4	18 93	10 00
Juneau,.....	66	6	29	4	12	5 1-5	1,537	1,408	2,965	.....	23	28	4 1-4	3	3 8-4	19 63	10 56
Keweenaw,...	29	5	.....	..	..	4 1-4	1,040	900	1,940	.....	4	15	2	1 3-4	3 8-4	23 45	14 33
Kenosha,...	70	...	22	2	10	7 1-4	2,685	2,449	5,084	820	9	50	5 3-4	4 3-7	4 2-3	29 82	14 64
La Crosse,...	44	6	6	...	...	7 1-4	1,808	1,638	3,446	...	24	36	4 3-4	4	4 1-4	25 41	16 20
La Fayette,...	93	7	28	...	15	5 1-4	3,980	3,425	7,305	.....	56	59	3 1-4	3	3 1-4	14 74	15 33
La Pointe,...	3	...	.....	...	...	5 1-2	47	58	105	.....	.....	1	.....	4 1-2	1	25 00	33 33
Manitowoc,...	87	4	12	...	8	5	4,012	3,758	7,770	.....	41	26	4 1-2	2 1-3	2 1-2	15 78	16 66
Marathon,...	10	1	.....	...	...	4 2-5	186	199	384	10	6	.....	2 1-4	2 1-3	2 1-2	22 00	20 33
Marquette,...	78	2	39	5	30	5 3-4	1,580	1,403	2,963	.....	33	36	4 3-4	3 1-2	3 3-4	16 85	10 72
Milwaukee,...	63	...	21	...	9	7	11,186	9,296	20,432	6,404	22	28	5 1-4	5	3 1-2	24 77	13 30
Monroe,...	71	5	23	1	3	5	1,316	1,233	2,549	41	2	2	4	3 1-4	4 1-2	16 67	12 52
Oconto,.....	19	...	.....	...	4	7	597	408	915	556	7	14	7	6	4	37 20	19 20
Ontonagon,...	53	...	13	1	7	5 2-3	1,810	1,418	3,026	.....	25	21	4	2 2-3	3 1-2	25 31	13 55
Osaukee,...	53	...	16	1	6	1-3	3,514	3,410	6,924	681	32	17	5 1-4	5 1-4	3 1-4	20 85	14 12
Popin,.....	10	1	8	1	1	4 1-2	348	347	698	516	16	7	4	2 3-4	3 1-2	23 64	14 53
Pierce,.....	36	5	9	2	3	5	677	609	1,286	.....	80	13	4	4	4 1-4	23 84	15 80
Polk,.....	10	2	.....	...	...	4 1-5	210	163	373	.....	14	4	3 1-6	1 1-3	3 1-3	23 86	16 03
Portage,...	51	7	26	1	9	3 1-3	1,186	1,027	2,213	.....	12	13	3 1-2	1 1-2	3 1-3	15 10	8 87
Racine,.....	60	2	45	..	19	7 1-3	4,309	4,111	8,420	373	40	95	5 1-3	4 3-5	5 3-5	26 04	14 75
Richland,...	89	5	36	4	31	4 1-4	2,298	1,863	4,166	3,718	80	260	3	2 1-2	2 3-4	18 01	11 16
Rock,.....	116	...	96	1	44	7	7,199	7,010	14,209	.....	94	197	5	3 1-2	4 3-4	27 73	14 78
St. Croix,...	37	5	8	6	4 2-7	782	782	679	1,529	.....	9	11	3 3-4	3 1-2	3 1-3	28 80	16 25
Sauk,.....	117	2	70	3	28	5 1-2	3,617	3,303	6,620	.....	86	91	3 3-4	1 2-3	3 3-4	12 34	10 59
Shawano,...	7	3	3	2	2	6 1-3	81	74	155	155	.....	.....	5	6	4	28 00	17 62
Sheboygan,...	108	1	30	..	12	6 3-4	5,065	4,903	9,968	.....	95	84	4 1-2	4 1-2	4 1-2	25 63	13 82
Traverse,...	19	1	4	1	2	5	372	314	686	.....	13	11	3 2-5	1 3-4	4	22 48	14 00
Walworth,...	99	...	84	1	34	8	5,204	4,814	10,018	.....	39	109	4 1-5	4	4 3-4	23 21	13 20
Washington,...	81	...	51	2	22	6 3-4	5,005	4,463	9,467	.....	49	91	4 3-4	4	3	22 67	12 67
Waukegan,...	85	...	97	...	30	7 1-2	5,428	5,135	10,563	736	156	178	5 1-3	3 3-4	3 7-8	25 74	13 03

Table No. V.—Recapitulation—continued.

Names of Counties.	No. of School Districts.	No. of Dist. which have not Rep.	No. of parts of Districts.	No. of Dist. which have not Rep.	No. School Houses in Joint Dis.	Average No. of months Schools have been taught.	No. of Male Children residing in Town, over 4 and under 20 years of age.	No. of Female Children residing in Town, over 4 and under 20 years of age.	Total No. of Children residing in Town, over 4 and under 20 years of age.	No. of Children over 4 and under 20 years of age who have attended School.	No. of Children under 4 years of age who have attended School.	No. of Children over 20 years of age who have attended School.	Average No. of months Children between 4 and 20 years of age have attended School.	Average No. of months Schools have been taught by a Male Teacher.	Average No. of months Schools have been taught by a Female Teacher.	Average amount of Wages per month paid to Male Teachers.	Average amount of Wages per month paid to Female Teachers.
Waupaca,....	67	3	21	1	2	5 1-2	1,767	1,602	3,369	.....	.....	87	4	3	32-5	\$14 50	\$11 14
Waushara,...	78	2	65	3	38	5 1-3	1,803	1,675	3,478	.....	.....	43	4	2 1-2	3 1-2	18 68	9 91
Winnebago,...	97	4	56	...	19	6	4,221	4,065	8,286	8,285-	.....	61	5 1-3	3 3-4	4 1-1	24 26	12 20
Wood,.....	13	1	...	...	...	5 1-2	312	268	570	.....	.....	20	4 1-2	4 1-2	5 1-3	18 00	17 45
	3,688	118	1,611	78	657	5 1-2	144,222	132,042	278,871	35,054	1,066	2,914	3 1-2	3 1-2	4	22 93	14 29

TABLE NO. 6.

TABLE No. VI.

Names of Counties and Towns.	Amount of money received from County Treasurer.	Amount of money received from Town Treasurer.	Amount of money received from other sources.	Total amount of money received.	Amount of money paid for Li- braries.	Amount of money expended for other purposes.	Amount of money remaining un- expended.	Amount of money raised by tax and expended for Teachers' Wages.	Amount of money raised by tax and expended for District Li- braries.	Amount of money raised by tax and expended on Sch'l Houses.	Amount of money raised by tax and expended for other pur- poses.
ADAMS—											
Adams, ...	\$113 34	\$248 00	.....	\$361 34	\$13 00	\$57 64	\$107 82	\$86 00	.....	\$36 00	\$112 00
Barton, . . . . .	.....	.....	.....	.....	82 60	.....	.....	.....	.....	.....	.....
Brownville, . . . . .	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Chester, ...	80 00	123 83	.....	203 83	318 59	85 00	37 66	70 00	.....	140 00	37 50
Dell Prairie, ...	315 86	.....	.....	.....	779 76	42 82	454 22	405 72	\$16 17	146 64	51 34
Easton, ...	181 88	.....	.....	.....	313 00	30 82	42 62	131 00	.....	.....	3 50
Grand Marsh, ...	120 08	55 92	.....	195 56	426 13	260 47	114 62	169 98	.....	250 00	28 32
Jackson, ...	124 80	54 56	.....	179 36	589 88	.....	283 03	315 61	.....	188 76	.....
Leola, . . . . .	.....	.....	.....	.....	62 00	.....	.....	46 84	.....	.....	.....
Monroe, ...	25 80	86 36	\$ 46 84	168 80	238 00	.....	.....	.....	.....	.....	.....
Newark Valley, ...	62 24	.....	.....	62 24	76 53	.....	12 49	46 11	.....	.....	.....
New Haven, ...	124 80	129 73	.....	254 53	442 00	503 94	66 64	130 76	.....	484 68	94 09
Preston, ...	56 09	35 34	.....	98 17	53 39	17 26	37 28	91 92	.....	105 00	1 26
Quincy, ...	113 28	12 10	.....	125 38	235 00	51 00	212 45	237 21	6 00	237 00	85 80
Richfield, ...	71 63	.....	.....	.....	312 00	.....	64 86	.....	.....	.....	.....
Rome, ...	14 08	15 51	.....	29 59	31 98	18 00	.....	.....	.....	.....	120 56

Strong's Prairie,...	114 56	79 43	.....	317 99	322 00	.....	51 65	39 24	122 31	.....	365 00	85 25
Springville,.....	178 84	.....	.....	.....	649 00	.....	127 14	.....	337 84	.....	.....	.....
White Creek,.....	59 52	50 00	.....	127 03	257 00	.....	25 55	237 06	187 79	.....	.....	.....
	1,678 65	891 08	46 84	2,115 01	5,441 86	.....	1,270 79	1,710 49	2,379 08	22 17	1,952 98	569 42
BAD AX—												
Bergen,.....	36 42	.....	.....	36 42	116 55	.....	.....	10 90	.....	.....	150 00	.....
Christiana,.....	132 00	22 76	19 24	170 66	239 71	5 00	311 71	105 32	33 50	.....	356 50	160 00
Clinton,.....	11 82	75 00	.....	86 82	75 00	.....	.....	11 82	12 00	.....	10 00	5 00
Coon,.....	72 96	.....	.....	72 96	158 00	.....	.....	.....	.....	.....	110 00	.....
Franklin,*	343 52	.....	.....	343 52	513 44	.....	.....	.....	36 00	.....	101 70	.....
Forest,.....	57 57	218 52	.....	275 09	.....	.....	46 00	215 99	150 00	.....	14 23	80 77
Greenwood,.....	74 01	185 61	.....	259 62	290 56	.....	.....	34 44	103 10	.....	45 75	.....
Hillaborough,...	118 95	190 79	.....	309 44	343 47	.....	9 25	78 54	75 00	.....	125 00	1 87
Hamburg,.....	74 64	70 00	.....	144 64	142 00	.....	153 16	23 13	38 77	.....	51 93	117 63
Harmony,.....	60 83	64 99	.....	125 82	246 80	.....	14 35	48 00	55 00	.....	.....	20 00
Jefferson,.....	202 44	185 95	.....	388 39	611 08	.....	443 00	10 89	.....	.....	.....	418 00
Kickapoo,.....	183 12	51 52	.....	231 99	538 79	.....	83 00	108 42	226 00	.....	10 00	46 00
Liberty,.....	.....	32 89	.....	71 77	180 42	.....	.....	00 36	45 19	12 51	27 05	.....
Stark,.....	.....	.....	.....	83 92	79 33	.....	158 87	29 78	25 63	.....	271 36	45 64
Sterling,.....	111 51	160 28	.....	290 79	319 00	.....	137 06	225 96	19 00	.....	186 87	16 00
Union,.....	33 24	48 28	.....	61 48	60 60	.....	.....	5 83	60 00	.....	.....	10 00
Viroqua,.....	340 58	250 90	.....	591 48	865 99	.....	314 93	81 52	713 00	.....	414 50	.....
Wheatland,.....	101 99	166 00	.....	257 98	424 23	.....	73 81	218 34	130 50	.....	30 12	.....
Webster,.....	61 47	48 89	.....	105 86	105 36	.....	1 12	.....	52 58	.....	32 00	1 12
Whitestown,.....	26 98	31 97	.....	68 95	72 00	.....	93 50	.....	74 00	.....	.....	15 00
	2,044 05	1,789 35	19 24	3,967 11	5,376 73	5 00	1,839 75	1,209 36	1,849 27	12 51	1,938 01	937 03

* The Superintendent of the Town of Franklin has reported the State Fund and Town Tax together—County Fund \$135 66;
Town \$180 99.

Table No. VI.—continued.

Names of Counties and Towns.	Amount of money received from		Total amount of money received.	Amount of money paid for Li- bries.		Amount of money expended for other purposes.	Amount of money remaining unexpended.	Amount of money raised by tax and expended for Teachers' Wages.		Amount of money raised by tax and expended for District Li- bries.	Amount of money raised by tax and expended on Sch'l Houses.	Amount of money raised by tax and expended for other pur- poses.
	County Treasurer.	Town Treasurer.		Amount of money p'd for Teach- ers' Wages.	Amount of money raised for Li- bries.							
BROWN—												
Belleview, ...	\$177 92	\$71 00	\$248 92	\$180 00	....	\$42 43	\$207 95	\$71 00	....	....	\$72 93	....
Depere, ...	80 64	32 66	113 30	113 35	....	....	....	105 00	....	....	407 60	\$156 77
Depere Village, ..	179 64	313 54	493 18	290 90	....	....	....	313 54	....	....	80 00	....
Green Bay, ...	975 44	711 00	1,686 44	949 82	....	....	6 76	60 00	....	....	....	....
Green Bay City, ..	1,296 83	628 00	1,924 83	1,676 33	....	....	337 50	1,510 15	....	....	....	....
Glennore, ...	72 32	92 61	164 93	162 00	\$50 00	384 31	11 18	14 00	....	....	130 00	10 00
Howard, ...	182 72	432 29	615 01	580 30	10 66	102 80	178 45	263 30	....	....	90 00	104 29
Howard Ft., Boro'	156 21	231 09	387 30	318 00	11 00	221 80	32 92	129 50	\$25 00	....	....	76 59
Holland, ...	196 83	77 00	273 83	422 91	18 45	....	48 84	120 00	10 00	....	110 00	3 00
Lawrence, ...	137 60	10 50	148 10	269 16	4 60	69 50	224 60	201 00	....	....	69 50	....
New Denmark, ..	88 80	475 00	563 80	318 00	20 00	14 00	32 73	260 00	30 00	....	250 00	96 16
Morrison, ...	48 64	....	107 20	186 00	....	....	....	40 00	....	....	....	6 00
Preble, ...	86 45	....	86 45	86 45	....	17 00	....	66 55	....	....	....	....
Pittsfield, ...	63 55	....	63 55	12 00	....	....	55 00	....	....	....	....	....
Rockland, ...	72 52	77 39	149 91	277 00	....	46 00	64 28	264 00	....	....	....	30 00
Suamico, ...	84 45	....	84 45	240 00	....	13 25	7 03	26 00	....	....	150 00	64 00

Wrightstown, ...	105 90	104 49	.....	210 80	357 54	.....	161 45	160 59	188 00	5 00	135 56	44 50
	3,990 34	3,256 57	.....	6,692 87	6,380 36	114 51	1,082 54	1,367 87	3,632 04	70 00	1,485 59	591 31
BUFFALO—												
Alma, .....	.....	132 00	.....	132 00	128 00	.....	.....	.....	128 00	.....	500 00	.....
Buffalo, ...	73 95	500 00	\$86 00	653 95	190 00	.....	.....	.....	190 00	.....	.....	500 00
Belvidere, ...	80 35	460 00	.....	540 35	120 00	.....	65 51	.....	120 00	.....	150 00	90 00
Cross, ...	65 00	75 00	.....	130 00	215 00	.....	14 00	.....	215 00	.....	.....	.....
Eagle Mills, .....	.....	150 00	.....	150 00	72 00	36 00	40 00	42 00	72 00	.....	.....	.....
Glencoe, ...	22 32	75 00	.....	97 32	80 00	.....	99 25	.....	80 00	.....	225 00	.....
Gilmanton, ...	19 76	64 00	.....	83 76	66 00	.....	18 00	18 00	64 00	.....	210 00	.....
Maxville, ...	67 20	51 50	.....	118 70	114 69	.....	257 73	.....	124 00	.....	146 12	.....
Nelson, .....	.....	40 00	.....	40 00	24 00	.....	16 00	.....	24 00	.....	.....	.....
Naples, ...	47 56	54 63	.....	102 19	111 00	.....	170 00	16 14	111 00	.....	150 00	20 00
Waumondee, ...	80 89	.....	.....	80 89	152 00	.....	32 38	12 00	152 00	.....	110 00	200 06
Buffalo City, .....	.....	519 51	.....	519 51	208 25	.....	56 31	260 50	208 35	.....	.....	220 00
	447 03	2,121 64	86 00	2,654 67	1,480 94	36 00	789 18	348 64	1,488 35	.....	1,491 12	1,030 00
CALUMET—												
Brillon, ...	35 20	614 84	.....	649 84	101 50	.....	198 54	405 40	298 14	.....	300 00	16 70
Brothertown, ...	255 48	274 88	.....	530 36	588 79	.....	198 51	140 37	205 00	25 00	150 00	161 00
Charlestown, ...	167 04	54 33	.....	231 37	734 00	.....	31 47	117 38	535 53	.....	.....	43 84
Chilton, ...	224 62	.....	.....	.....	705 85	12 63	45 00	20 01	360 60	.....	454 64	82 38
Harrison, ...	165 76	.....	.....	.....	804 20	.....	688 62	346 83	395 00	30 00	463 00	312 14
New Holstein, ...	193 20	112 50	.....	305 78	267 00	16 20	105 31	39 27	70 00	.....	.....	31 00
Rantoul, ...	84 26	7 71	.....	86 02	298 65	.....	23 30	2 90	315 25	.....	.....	33 00
Stockbridge, ...	240 64	.....	.....	240 64	410 54	.....	61 83	2 82	40 50	.....	50 00	7 50
Woodville, ...	82 00	22 00	.....	104 00	.....	.....	51 00	49 00	166 00	.....	.....	93 00
	1,448 20	1,086 26	.....	2,188 01	3,910 53	28 83	1,409 58	1,123 93	2,394 02	55 00	1,417 64	717 56

Table No. VI.—continued.

Names of Counties and Towns.	Amount of money received from County Treasurer.	Amount of money received from Town Treasurer.	Amount of money received from other sources.	Total amount of money received.	Amount of money pd. for Teachers' Wages.	Amount of money paid for Libraries.	Amount of money expended for other purposes.	Amount of money remaining unexpended.	Amount of money raised by tax and expended for Teachers' Wages.	Amount of money raised by tax and expended for District Libraries.	Amount of money raised by tax and expended on Sch'l Houses.	Amount of money raised by tax and expended for other purposes.
CHIPPEWA—												
Bloomer Prairie, ..	.....	.....	.....	.....	\$75 93	.....	.....	.....	\$100 00	.....	.....	.....
Chippewa Falls, ..	.....	.....	.....	.....	290 00	.....	\$125 00	.....	150 00	.....	\$400 00	.....
Eagle Point, .....	.....	.....	.....	.....	210 91	.....	.....	.....	140 65	.....	50 00	.....
La Fayette, .....	.....	.....	.....	.....	114 17	.....	.....	.....	291 00	\$18 00	300 00	.....
.....	.....	.....	.....	.....	691 01	.....	125 00	.....	681 65	18 00	750 00	.....
CLARK—												
Pine Valley, ...	\$77 61	\$125 52	.....	\$202 99	262 88	.....	.....	.....	232 50	.....	150 00	\$15 00
Levis, ...	11 00	156 48	.....	167 48	130 00	.....	8 00	\$29 48	.....	20 00	.....	70 00
Weston, .....	.....	.....	.....	.....	222 00	.....	.....	.....	.....	.....	.....	.....
.....	88 61	282 00	.....	370 47	614 88	.....	8 00	29 48	232 50	20 00	150 00	85 00

Table No. VI.—continued.

Names of Counties and Towns.	Amount of money received from County Treasurer.	Amount of money received from Town Treasurer.	Amount of money received from other sources.	Total amount of money received.	Amount of money paid for Teachers' Wages.	Amount of money paid for Li- braries.	Amount of money expended for other purposes.	Amount of money remaining unexpended.	Amount of money raised by tax and expended for Teachers' Wages.	Amount of money raised by tax and expended for District Li- braries.	Amount of money raised by tax and expended on Sch'l Houses.	Amount of money raised by tax and expended for other pur- poses.
CRAWFORD—continued.												
Marietta,.....	\$135 69	\$60 00	.....	\$196 69	\$527 00	.....	\$79 97	\$305 78	\$275 00	.....	\$200 00	\$24 00
Freeman,.....	151 55	109 42	.....	418 60	603 93	.....	296 74	68 78	160 50	\$10 00	270 29	.....
Utica,.....	182 91	.....	.....	182 91	562 00	.....	.....	.....	284 45	.....	350 00	95 00
Clayton,.....	163 60	177 70	.....	341 30	415 50	.....	189 88	126 79	129 00	23 00	175 00	.....
	1,768 97	1,518 69	32 82	3,672 72	6,146 44	.....	5,765 80	2,436 89	2,994 04	54 00	6,490 28	1,054 82
DANE—												
Albion,.....	267 96	199 90	.....	467 86	1,100 37	.....	.....	40 41	185 61	.....	265 00	80 00
Berry,.....	131 20	200 00	.....	331 20	558 00	.....	.....	27 63	168 00	.....	175 00	25 40
Black Earth,.....	195 20	264 38	.....	459 58	572 00	\$15 00	.....	245 49	274 00	15 00	1,000 00	200 00
Blooming Grove,...	167 04	258 67	.....	425 71	364 91	.....	81 23	133 97	280 00	.....	.....	69 63
Blue Mounds,.....	277 02	.....	.....	277 02	277 02	.....	.....	.....	126 00	.....	105 00	.....
Bristol,.....	432 97	386 63	.....	829 60	814 78	.....	314 67	127 24	.....	.....	200 00	116 50
Burke,.....	211 20	100 00	.....	311 20	718 50	.....	175 23	12 00	225 00	.....	154 70	.....
Christiana,.....	363 92	77 00	.....	447 52	1,092 21	.....	407 93	56 00	315 95	.....	.....	415 23

Cottage Grove,...	422 82	278 14	.....	696 09	880 00	10 00	147 30	192 19	124 83	.....	389 00	44 53
Cross Plains,....	269 86	112 49	.....	861 85	571 00	.....	254 50	281 00	157 00	.....	311 94	8 00
Dane,.....	234 88	127 00	.....	361 88	1,257 80	.....	307 52	181 92	780 45	.....	368 00	221 70
Deerfield,.....	208 00	97 72	.....	316 07	600 00	.....	63 31	66 67	130 00	.....	280 22	63 31
Dunkirk,.....	370 11	479 00	.....	566 00	247 30	10 00	112 38	.....	80 00	.....	89 00	15 00
Dunn,.....	211 83	486 36	.....	698 19	601 00	.....	70 21	189 06	27 00	48 03	21 08	50 63
Fitchburg,.....	424 16	.....	.....	424 16	1,041 50	37 76	205 13	188 43	755 50	.....	107 00	130 84
Madison City,...	1,620 16	.....	.....	1,620 16	5,500 00	.....	500 00	.....	5,500 00	.....	.....	600 00
Madison,.....	133 12	220 40	.....	353 52	586 00	.....	177 45	141 39	315 00	.....	550 00	124 50
Maro-Manie,....	191 36	.....	.....	1,085 25	948 50	20 00	66 71	149 85	396 00	40 00	217 00	187 40
Medina,.....	246 71	249 37	.....	496 08	763 72	.....	63 15	38 25	264 00	.....	.....	57 80
Middleton,.....	313 06	173 63	.....	464 19	1,248 42	.....	233 22	224 67	876 20	.....	64 00	157 73
Montrose,.....	217 60	200 01	.....	1,105 98	896 37	.....	170 62	53 90	163 81	10 00	81 25	132 59
Oregon,.....	268 99	566 40	.....	854 00	923 00	.....	661 42	308 84	484 95	.....	500 00	128 21
Perry,.....	144 00	69 83	.....	213 38	239 00	.....	28 11	39 25	50 10	.....	.....	25 51
Primrose,.....	223 36	150 90	.....	392 23	582 05	.....	171 02	72 30	269 61	.....	476 20	127 06
Pleasant Spring,.	318 72	164 63	.....	483 35	585 00	.....	93 63	171 18	140 39	.....	.....	59 19
Rutland,.....	435 41	793 78	.....	1,249 09	968 10	.....	202 17	106 52	538 45	.....	.....	256 75
Roxbury,.....	435 43	.....	.....	435 43	896 00	5 00	30 59	192 43	545 00	5 00	12 76	25 50
Spring Dale,....	203 52	265 50	.....	469 02	587 53	10 00	176 66	51 02	100 00	10 00	81 54	95 15
Springfield,....	261 52	.....	.....	268 56	934 00	.....	289 98	58 91	597 78	5 00	84 00	85 72
San Prairie,....	238 71	292 79	.....	531 50	753 00	.....	110 00	.....	57 00	.....	200 00	84 00
Vermont,.....	180 00	73 00	.....	203 00	342 00	.....	10 00	26 08	130 00	.....	.....	10 00
Verona,.....	437 50	.....	.....	437 50	824 00	.....	167 34	172 59	493 60	.....	.....	122 02
Vienna,.....	173 68	85 90	.....	259 55	516 00	.....	181 80	31 52	111 96	.....	.....	141 15
Westport,.....	195 84	175 00	.....	375 84	647 00	.....	84 33	.....	344 00	.....	.....	20 00
Windsor,.....	272 17	200 61	.....	472 78	783 72	.....	171 07	211 54	108 63	.....	34 93	184 20
York,.....	241 92	.....	.....	241 92	607 03	.....	474 80	103 15	410 94	.....	.....	73 00
DODGE—	10,876 45	6,743 69	.....	18,966 29	30,826 83	107 76	6,196 98	3,895 85	15,527 33	133 03	5,767 57	3,988 25
Ashippun,.....	613 06	.....	.....	613 06	802 00	5 50	134 96	.....	484 29	.....	100 00	26 00
Beaver Dam,....	349 44	461 82	.....	811 26	1,160 00	69 86	169 85	423 31	583 93	10 00	.....	197 67
Burnett,.....	233 60	183 75	.....	378 65	1,052 55	.....	139 92	73 08	206 35	.....	.....	88 52

Table No. VI.—continued.

Names of Counties and Towns.	Amount of money received from County Treasurer.	Amount of money received from Town Treasurer.	Amount of money received from other sources.	Total amount of money received.	Amount of money paid for Teachers' Wages.	Amount of money paid for Liabilities.	Amount of money expended for other purposes.	Amount of money remaining unexpended.	Amount of money raised by tax on Teachers' Wages.	Amount of money raised by tax and expended for District Liabilities.	Amount of money raised by tax and expended on Sch'l Houses.	Amount of money raised by tax and expended for other purposes.
<i>Donor—continued.</i>												
Calamus, ...	\$430 26	1,136 50	.....	1,616 76	1,016 00	\$17 00	\$110 00	\$100 88	\$566 08	\$10 00	\$400 87	\$107 00
Chester, ...	386 16	208 87	.....	605 04	1,665 16	.....	370 36	137 63	911 50	.....	1,427 62	259 75
Clyman, ...	367 80	315 53	.....	683 33	1,526 13	81 74	155 87	312 35	622 26	20 00	205 00	483 89
Elba, ...	350 72	100 00	.....	450 72	1,069 68	.....	130 06	79 44	477 00	.....	.....	138 71
Emmet, ...	376 96	317 50	.....	694 46	694 46	.....	.....	.....	232 08	.....	.....	114 31
Fox Lake, ...	542 72	322 75	.....	865 47	2,037 00	1 65	313 70	84 24	1,314 70	1 80	895 51	167 45
Herman, ...	480 21	322 92	.....	803 13	804 25	45 12	28 53	132 90	2,088 21	11 60	240 00	48 25
Hubbard, ...	606 90	.....	.....	606 90	2,730 00	.....	445 71	71 64	392 85	42 00	195 50	116 58
Hustisford, ...	369 92	336 00	.....	705 92	1,029 61	31 78	127 85	217 18	392 85	.....	200 00	117 86
Leroy, ...	257 63	675 47	.....	933 10	748 10	27 19	251 63	281 22	49 63	52 76	200 00	31 58
Lomira, ...	261 12	613 27	.....	874 39	1,092 63	.....	453 89	244 45	169 30	.....	80 00	68 94
Lowell, ...	544 88	273 61	.....	828 49	1,632 76	.....	.....	.....	.....	.....	.....	.....
Lebanon, ...	449 28	206 14	.....	655 42	756 48	67 66	95 50	42 15	131 00	.....	.....	40 00
Oak Grove, ...	471 04	429 87	.....	900 41	2,389 20	8 50	81 56	202 11	807 71	15 00	594 04	73 59
Portland, .....	.....	.....	.....	667 26	760 14	.....	363 13	217 58	278 29	.....	210 00	93 72
Rabicon, ...	515 20	826 57	.....	841 79	1,238 66	.....	161 82	317 14	801 42	.....	.....	169 91

Shields,.....	333 44	336 25	.....	699 69	577 34	33 34	46 00	126 30	140 00	.....	260 00	46 00
Theresa,.....	955 04	.....	.....	935 04	1,055 00	29 88	270 62	205 32	214 12	11 50	132 50	147 42
Trenton,.....	416 64	239 25	.....	655 89	1,498 93	30 00	642 40	219 63	801 88	36 13	286 22	349 89
Westford,.....	120 23	167 94	.....	287 67	438 04	.....	105 55	207 71	300 68	.....	150 00	141 28
Williamstown,...	483 96	230 16	.....	714 12	1,082 93	.....	191 50	131 10	432 05	.....	1,076 40	30 00
Beaver Dam City,	1,112 75	1,150 00	.....	2,262 75	2,487 36	.....	824 47	.....	1,150 00	.....	3,000 00	824 47
	11,088 96	8,338 67	.....	20,090 72	31,840 46	393 65	5,537 83	3,327 24	12,521 29	168 79	9,495 56	3,880 99
DOOR—												
Otumba,.....	143 05	61 09	678 97	883 11	320 04	.....	204 64	158 42	714 00	.....	595 00	682 00
Forestville,.....	.....	.....	.....	.....	95 00	.....	.....	.....	.....	.....	200 00	.....
Chambers' Island,	.....	.....	.....	.....	241 00	.....	52 28	.....	.....	.....	.....	.....
Gibraltar,.....	65 82	50 45	.....	116 27	.....	.....	143 88	319 46	377 00	5 00	771 88	250 00
Washington,.....	.....	.....	.....	.....	94 00	.....	.....	.....	.....	.....	.....	.....
	208 87	111 54	678 97	999 38	750 04	.....	405 78	477 88	1,091 00	5 00	1,566 83	882 00
DOUGLAS—												
Superior,.....	98 44	500 00	.....	593 44	324 00	.....	241 74	400 80	*500 00	.....	.....	.....
Pokagama,.....	17 92	50 00	.....	67 92	50 00	.....	37 65	16 64	250 00	.....	.....	.....
Nemadji,.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	111 36	550 00	.....	661 36	374 00	.....	279 39	417 44	750 06	.....	.....	.....
DUNN—												
Menomonee,.....	135 10	175 94	.....	311 04	262 00	.....	285 28	69 80	92 00	.....	800 00	.....
Eau Gallie,.....	35 08	150 00	.....	247 57	145 39	.....	.....	102 18	75 00	.....	.....	.....
Rock Creek,.....	21 00	46 00	.....	89 00	282 00	.....	66 00	15 60	290 00	.....	610 00	59 00

* This amount expended for Teachers' Wages, and for other purposes.

Table No. VI.—continued.

Names of Counties and Towns	Amount of money received from County Treasurer.	Amount of money received from Town Treasurer.	Amount of money received from other sources.	Total amount of money received.	Amount of money pd. for Teachers' Wages.	Amount of money paid for Liabilities	Amount of money expended for other purposes.	Amount of money remaining unexpended.	Amount of money raised by tax and expended for Teachers' Wages.	Amount of money raised by tax and expended for District Liabilities.	Amount of money raised by tax and expended on Sch'l Houses.	Amount of money raised by tax and expended for other purposes.
Dunn.—continued.												
Peru, ...	\$32 84	.....	.....	\$32 84	\$264 00	.....	\$104 91	\$55 69	\$270 00	.....	.....	.....
Spring Brook, ...	92 00	\$150 04	\$237 19	479 20	235 19	.....	287 50	114 74	.....	.....	\$500 00	\$17 37
Dunn, .....	.....	.....	.....	990 85	518 10	.....	340 40	101 35	450 00	.....	450 00	130 75
	316 02	522 94	237 19	2,141 50	1,766 68	.....	1,084 09	459 36	1,177 00	.....	2,360 00	252 12
EAU CLAIRE—												
Branawick, ...	39 50	127 87	.....	167 37	139 00	.....	81 47	47 40	.....	.....	75 00	.....
Bridge Creek, ...	43 44	123 94	.....	167 38	434 00	.....	86 80	88 99	200 00	.....	.....	176 50
Pleasant Valley, ...	30 23	.....	.....	30 23	15 23	.....	89 83	15 00	160 00	.....	125 00	.....
Half Moon, ...	259 07	1,075 00	.....	1,334 07	547 50	\$5 00	461 00	407 12	555 00	.....	320 00	360 00
Eau Claire, ...	286 52	142 27	.....	428 79	623 00	.....	284 40	9 70	578 92	.....	236 65	183 75
North Eau Claire,	658 76	1,469 08	.....	2,127 84	1,758 73	5 00	1,003 50	568 21	1,493 92	.....	766 65	720 25

FOND DU LAC—												
Fond du Lac, city,	1,176 86	5,496 40	1,648 28	8,321 64	4,501 77	.....	1,279 08	2,540 79	3,000 00	80 00	.....	1,341 40
Auburn, ...	248 82	447 09	.....	839 35	743 41	15 00	11 88	69 06	218 00	15 00	.....	42 50
Ashford, ...	890 40	395 38	703 51	1,489 29	978 41	.....	160 88	59 35	.....	.....	350 00	.....
Alto, ...	278 90	141 75	808 80	1,223 25	1,381 00	2 00	268 81	89 35	.....	.....	.....	198 00
Byron, ...	288 06	233 75	1,040 27	1,618 08	1,178 12	21 10	523 28	95 40	.....	27 00	300 00	178 00
Calumet, ...	352 00	190 73	635 00	1,177 73	881 25	10 00	167 16	385 86	.....	.....	200 00	145 00
Empire, ...	212 41	199 30	559 07	960 88	954 00	.....	75 52	.....	.....	.....	.....	.....
El Dorado, ...	865 92	452 25	445 16	1,203 33	834 10	30 00	269 38	170 45	150 00	28 00	211 00	64 16
Eden, ...	273 92	577 57	818 84	1,170 38	883 09	50 85	142 14	74 26	172 44	.....	88 39	58 01
Forest, ...	802 43	147 03	248 79	698 25	588 00	5 00	34 69	178 51	212 60	.....	.....	36 19
Friendship, ...	154 88	183 16	116 00	454 04	338 04	.....	.....	.....	95 00	.....	.....	21 00
Fond du Lac, ...	291 20	252 41	336 29	879 90	831 50	.....	62 43	119 73	244 00	.....	.....	92 29
Lamartine, ...	244 48	309 00	324 13	877 61	746 15	.....	26 00	.....	228 28	.....	.....	.....
Metomen, ...	875 68	231 42	2,279 96	2,897 06	1,493 13	20 00	413 11	422 25	1,493 13	20 00	308 00	478 83
Oakfield, ...	269 55	315 00	507 79	1,092 30	1,234 35	20 00	179 14	167 04	828 10	20 00	.....	159 75
Oascola, ...	206 09	247 93	577 90	1,030 92	607 03	.....	122 20	143 68	261 97	.....	202 00	113 93
Marshfield, ...	311 68	180 30	40 00	528 61	590 00	.....	.....	572 89	.....	.....	.....	40 00
Rosendale, ...	305 28	142 49	861 04	1,308 81	968 00	10 38	225 77	98 72	615 88	10 38	75 00	159 88
Springvale, ...	310 40	177 51	974 87	1,462 78	1,147 93	8 00	238 57	293 75	715 30	.....	68 00	191 37
Taycheedah, ...	873 12	359 38	673 14	1,453 64	1,029 52	2 63	320 94	654 07	494 95	.....	.....	178 19
Waupun, ...	446 72	262 63	1,340 64	2,087 18	1,234 48	6 00	406 41	65 40	588 68	6 00	427 52	308 44
Ripon, ...	192 00	116 00	2,061 40	2,369 40	895 50	.....	907 17	38 05	695 00	10 00	1,376 00	69 54
Ripon, city, ...	341 12	850 00	851 60	2,042 72	600 50	.....	293 50	40 39	588 00	.....	.....	.....
	7,646 52	11,948 48	17,852 54	37,187 10	24,639 28	206 96	6,128 06	6,264 06	10,015 23	202 38	3,605 91	9,371 48
GRANT*—												
Beetown, ...	292 68	307 10	.....	498 95	529 00	.....	34 78	54 72	266 12	.....	.....	34 28
Blue River, ...	66 50	.....	.....	66 50	66 50	.....	.....	.....	202 50	.....	10 00	2 00
Clifton, ...	236 65	134 31	.....	470 96	486 44	.....	131 15	.....	175 00	.....	75 00	76 00
Cassville, ...	829 26	992 94	.....	1,322 41	914 00	7 25	99 80	565 93	159 20	20 00	.....	.....

* There are probably a number of errors in the statistics of this county, as it is almost impossible in some instances to ascertain what the figures are.

Table No. VI.—continued.

Names of Counties and Towns.	Amount of money received from County Treasurer.	Amount of money received from Town Treasurer.	Amount of money received from other sources.	Total amount of money received.	Amount of money paid for Li- braries.	Amount of money expended for other purposes.	Amount of money remaining un- expended.	Amount of money raised by tax Wages. and expended for Teachers'	Amount of money raised by tax and expended for District Li- braries.	Amount of money raised by tax and expended for Sch'l Houses.	Amount of money raised by tax and expended for other pur- poses.
GRANT—continued.											
Ellenboro', ...	301 69	.....	.....	\$429 00	\$567 00	\$22 40	\$168 63	\$167 60	.....	\$398 00	\$54 75
Fennimore, ...	262 17	.....	.....	654 96	1,119 55	84 00	117 22	467 00	.....	110 00	62 00
Harrison, ...	600 85	.....	.....	595 07	765 66	83 35	6 05	254 66	.....	75 00	80 00
Hazel Green, ...	122 00	74 90	.....	843 60	1,397 00	1,702 03	465 82	1,155 70	\$10 00	755 30	.....
Hickory Grove, ...	298 00	.....	.....	217 00	374 00	53 38	2 00	374 00	.....	53 30	.....
Jamesstown, .....	.....	.....	.....	446 00	910 00	116 75	65 00	470 00	.....	.....	.....
Lancaster, .....	.....	.....	.....	600 78	.....	.....	.....	.....	.....	.....	.....
Liberty, ...	107 23	123 87	.....	231 23	502 00	.....	16 00	360 00	.....	.....	161 00
Lima, ...	403 78	.....	.....	400 95	865 23	184 15	113 10	323 00	.....	.....	101 50
Little Grant, ...	117 90	62 62	.....	180 52	180 52	.....	.....	.....	.....	.....	.....
Marion, .....	.....	.....	.....	.....	455 46	243 01	125 03	500 00	.....	150 28	180 52
Millville, ...	388 25	223 87	.....	612 12	1,049 18	43 50	.....	544 88	.....	705 00	.....
Muscoda, ...	127 92	.....	.....	154 30	862 10	25 00	.....	895 55	.....	800 00	15 00
Paris, ...	262 87	183 05	.....	.....	461 85	.....	159 42	125 75	.....	.....	44 50
Patch Grove, ...	390 91	329 21	.....	720 12	679 75	46 05	178 68	216 00	.....	.....	51 40
Platteville, ...	651 04	401 60	.....	1,051 64	1,271 62	32 50	218 72	107 85	.....	2,252 50	168 00

Potosi,.....	639 00	372 00	.....	1,001 10	1,788 00	.....	114 35	.....	358 29	.....	.....	97 13
Smelter,.....	286 87	160 09	.....	445 27	1,040 20	.....	168 80	.....	527 61	.....	79 46	.....
Wingville,.....	150 35	250 03	.....	401 53	553 03	.....	24 90	.....	381 00	.....	.....	.....
Watertown,.....	116 20	98 99	.....	.....	.....	.....	125 80	.....	36 00	.....	285 00	.....
Wyalusing,.....	133 75	137 35	.....	625 35	365 00	.....	98 38	.....	50 00	.....	38 00	25 88
Waterloo,.....	.....	.....	.....	195 52	383 00	.....	.....	.....	.....	.....	.....	.....
6,286 15	4,328 58	.....	.....	12,864 93	18,366 00	52 25	3,428 50	2,439 78	7,817 51	80 00	5,558 24	1,042 64
GREEN—												
Albany,.....	400 49	.....	.....	.....	1,267 01	10 79	194 48	208 55	640 37	5 00	1,027 54	155 53
Adams,.....	240 50	.....	.....	.....	429 50	.....	.....	.....	.....	.....	.....	.....
Brooklyn,.....	252 80	181 62	.....	434 42	708 67	9 00	641 43	174 93	375 64	11 00	580 00	121 76
Cadiz,.....	280 11	152 88	.....	.....	801 96	.....	56 50	.....	410 96	.....	.....	66 50
Clarno,.....	438 48	312 37	.....	768 85	1,062 59	.....	123 88	29 02	218 22	.....	872 90	83 40
Decatur,.....	343 18	367 06	.....	700 24	1,188 80	.....	916 68	99 75	571 09	.....	600 00	285 00
Exeter,.....	227 88	250 47	.....	510 63	868 17	23 58	87 46	97 73	254 17	.....	200 00	.....
Jefferson,.....	349 60	188 18	.....	530 77	1,227 04	.....	421 77	118 83	519 16	.....	.....	499 09
Jordan,.....	225 92	227 12	.....	552 20	526 95	.....	57 63	181 85	102 90	.....	.....	57 00
Monroe,.....	598 17	368 26	.....	956 00	3,525 40	.....	2,658 12	124 20	2,085 10	.....	1,993 00	930 00
Mt. Pleasant,.....	333 06	506 66	.....	839 72	1,066 00	.....	.....	.....	430 00	.....	400 00	.....
New Glarus,.....	193 28	160 50	.....	333 78	701 50	.....	496 98	14 87	15 00	.....	79 00	94 00
Sylvester,.....	309 76	313 77	.....	623 73	1,070 82	.....	36 60	27 27	239 00	.....	181 50	188 00
Spring Grove,.....	309 12	1,037 54	.....	482 12	865 60	.....	16 06	268 11	500 77	.....	448 86	115 06
Washington,.....	.....	.....	.....	632 16	1,000 50	.....	142 18	139 24	70 86	.....	4 25	100 85
York,.....	145 90	81 75	.....	227 65	322 50	.....	29 31	72 22	54 40	.....	.....	10 00
4,646 25	4,158 18	.....	.....	7,602 27	16,233 01	43 37	5,788 48	1,506 67	6,487 14	16 00	6,337 05	2,648 19
GREEN LAKE—												
Berlin City,.....	452 48	2,800 00	801 00	3,553 48	2,150 00	.....	983 48	420 00	1,900 00	.....	250 00	650 00
Berlin,.....	245 12	108 36	.....	333 43	353 48	.....	.....	.....	502 42	.....	75 00	102 75
Brooklyn,.....	251 50	117 38	.....	368 60	268 00	.....	20 71	304 45	647 08	.....	160 00	.....
Dayton,.....	471 79	.....	.....	471 79	899 50	10 00	138 70	127 93	278 50	.....	.....	165 00
Green Lake,.....	268 16	349 63	.....	617 79	1,436 20	21 32	688 12	242 43	564 29	.....	458 00	207 17

Table No. VI.—continued.

Names of Counties and Towns.	Amount of money received from County Treasurer.	Amount of money received from Town Treasurer.	Amount of money received from other sources.	Total amount of money received.	Amount of money paid for Teachers' Wages.	Amount of money paid for Libraries.	Amount of money expended for other purposes.	Amount of money remaining unexpended.	Amount of money raised by tax and expended for Teachers' Wages.	Amount of money raised by tax and expended for District Libraries.	Amount of money raised by tax and expended for School Houses.	Amount of money raised by tax and expended for other purposes.
GREEN LAKE—con.												
Kingston, ...	140 07	65 40	.....	205 97	764 46	\$5 00	\$41 28	\$166 57	\$456 08	.....	.....	\$216 50
Kingston, (Village)	100 00	125 00	.....	225 00	200 00	15 00	60 00	103 00	100 00	.....	.....	85 00
Markesan (Village)	81 28	.....	.....	81 28	352 37	.....	87 10	.....	200 00	.....	.....	.....
Mackford, ...	243 81	191 32	.....	435 56	1,018 90	20 45	136 05	11 22	657 00	.....	.....	136 05
Manchester, ...	445 62	.....	.....	445 62	768 47	2 13	91 78	116 72	415 27	.....	.....	44 80
Marquette, ...	115 35	149 21	.....	264 56	341 00	.....	138 11	28 45	291 00	.....	.....	.....
Princeton, ...	373 88	203 75	.....	582 63	815 76	18 83	173 81	372 25	544 26	10 00	\$53 00	208 67
Ste. Marie, ...	149 95	87 46	.....	237 41	416 33	4 14	48 56	115 89	247 14	4 14	3 00	37 14
Soneca, ...	135 90	99 66	.....	235 44	312 88	.....	2 85	.....	97 10	.....	64 50	.....
	3,479 81	4,287 16	301 00	8,078 50	10,087 35	79 87	2,800 55	2,008 91	5,100 14	14 14	1,048 50	1,208 08
IOWA—												
Arena, ...	250 88	188 94	.....	896 70	1,216 39	.....	.....	314 17	655 00	.....	110 00	.....
Clyde, ...	141 44	180 56	.....	426 68	616 00	.....	124 40	135 98	825 74	.....	92 85	.....
Dodgeville, ...	808 40	1,053 45	.....	3,801 75	2,409 00	.....	654 25	1,825 50	600 00	.....	100 00	832 58

Highland, ...	518 40'	199 50'	.....	717 90'	1,531 92'	.....	212 92'	94 73'	953 55'	10 00'	61 00'	179 04'
Linden, ...	408 96'	247 74'	.....	656 70'	1,039 95'	.....	434 70'	54 09'	491 09'	.....	300 00'	96 50'
Miffin, ...	288 00'	202 06'	.....	515 07'	767 00'	.....	112 38'	231 17'	288 55'	.....	.....	166 07'
Mineral Point, ..	321 92'	65 36'	.....	387 28'	827 00'	.....	67 95'	130 38'	540 18'	.....	.....	83 36'
Mineral Pt. City, ..	773 76'	1,264 02'	.....	2,037 78'	1,350 00'	.....	660 78'	27 00'	576 24'	.....	678 78'	.....
Pulaski, ...	218 24'	.....	.....	369 87'	872 00'	.....	169 74'	389 28'	670 00'	.....	.....	312 88'
Ridgeway, ...	449 92'	597 55'	.....	1,047 47'	1,268 00'	84 80'	187 22'	485 26'	429 17'	8 00'	.....	127 66'
Waldwick, ...	257 92'	133 22'	.....	423 81'	700 00'	.....	.....	39 37'	256 00'	.....	.....	25 00'
Wyoming, ...	188 80'	400 00'	.....	.....	944 15'	.....	.....	277 69'	393 69'	.....	140 00'	50 00'
JACKSON—	4,624 64'	4,562 41'	.....	11,280 91'	13,531 41'	84 80'	2,584 24'	3,514 52'	6,179 21'	13 00'	1,492 13'	1,373 09'
Albion, ...	361 54'	327 49'	.....	684 03'	479 44'	.....	.....	278 49'	327 49'	.....	156 37'	.....
Irving, ...	71 25'	20 50'	.....	136 68'	209 00'	.....	72 80'	154 45'	195 00'	.....	.....	74 00'
Bristol, ...	160 22'	161 12'	.....	321 34'	481 75'	.....	49 35'	14 11'	170 00'	25 00'	75 00'	80 00'
Hixton, ...	50 00'	207 50'	.....	309 14'	355 66'	.....	173 10'	.....	250 00'	.....	170 00'	139 45'
Springfield, .....	.....	.....	.....	21 00'	21 00'	.....	.....	.....	21 00'	.....	179 00'	.....
Northfield, ...	47 57'	32 14'	.....	80 71'	30 00'	.....	.....	61 66'	30 00'	.....	35 00'	38 27'
Alma, ...	95 35'	538 40'	.....	613 75'	413 00'	.....	54 80'	725 04'	304 00'	.....	.....	54 80'
Manchester, ...	25 10'	65 55'	.....	105 80'	105 80'	.....	.....	.....	150 00'	.....	.....	21 00'
JEFFERSON—	811 03'	1,352 70'	.....	2,272 45'	2,095 65'	.....	349 55'	1,233 75'	1,447 49'	25 00'	615 37'	357 62'
Astalan, ...	185 21'	196 46'	.....	570 83'	730 00'	.....	.....	.....	.....	.....	.....	275 31'
Cold Spring, ...	214 40'	158 74'	.....	373 18'	612 50'	.....	225 25'	123 17'	126 37'	.....	.....	195 17'
Concord, ...	359 68'	200 19'	.....	559 87'	1,038 33'	.....	156 79'	311 85'	441 61'	.....	650 00'	258 08'
Farmington, ...	419 20'	222 62'	.....	641 82'	970 30'	.....	89 76'	591 55'	387 82'	.....	900 00'	.....
Hebron, ...	241 90'	577 57'	.....	819 49'	758 34'	20 00'	126 27'	264 10'	84 45'	15 00'	200 00'	87 01'
Ironia, ...	464 64'	409 66'	.....	874 80'	1,022 81'	65 61'	57 02'	208 71'	286 75'	.....	45 00'	108 50'
Jefferson, ...	630 53'	685 31'	.....	1,317 84'	1,919 26'	5 00'	328 65'	568 81'	716 68'	5 00'	3,700 00'	230 30'
Koshkonong, ...	538 88'	574 50'	.....	975 85'	1,547 44'	.....	138 13'	264 98'	440 00'	.....	1,738 25'	143 88'
Lake Mills, ...	360 32'	247 40'	.....	607 73'	1,201 12'	.....	350 74'	813 23'	195 76'	.....	200 00'	53 88'
Milford, ...	564 53'	143 46'	.....	707 99'	698 22'	10 00'	.....	48 91'	168 18'	.....	40 00'	70 21'

Table No. VI.—continued.

Names of Counties and Towns.	Amount of money received from County Treasurer.	Amount of money received from Town Treasurer.	Amount of money received from other sources.	Total amount of money received.	Amount of money paid for Liabilities.	Amount of money expended for other purposes.	Amount of money remaining unexpended.	Amount of money raised by tax and expended for Teachers' Wages.	Amount of money raised by tax and expended for District Liabilities.	Amount of money raised by tax and expended on Sch'l Houses.	Amount of money raised by tax and expended for other purposes.
JEFFERSON—continued.											
Oakland,.....	\$257 28	\$233 14	.....	\$490 42	\$583 40	\$90 85	\$89 80	\$234 42	.....	\$35 00	\$90 85
Palmyra, ...	605 27	368 10	.....	973 38	2,513 56	434 54	148 07	1,688 63	.....	195 99	386 78
Sullivan, ...	666 49	2,146 78	.....	666 48	1,600 50	\$10 00	275 50	787 28	\$10 60	787 28	153 79
Sumner, .....	.....	.....	.....	223 73	347 00	212 54	71 10	137 41	.....	150 00	69 59
Waterloo, ...	628 35	198 96	.....	827 31	895 57	90 59	313 88	235 18	30 00	.....	78 11
Waterloo Village, .....	.....	.....	.....	231 87	.....	.....	124 70	.....	.....	.....	20 00
Watertown, ...	186 73	.....	.....	186 73	1,140 75	129 26	225 35	111 84	60 49	.....	129 26
Watertown City, ..	1,292 16	647 32	.....	1,939 48	1,939 48	800 00	.....	.....	.....	.....	.....
	7,607 68	7,010 21	.....	12,978 29	19,348 66	3,357 81	3,943 01	5,992 38	120 49	8,591 62	3,080 22
JUNEAU—											
Armenia, ...	46 08	67 22	193 00	306 34	252 00	31 88	129 64	111 00	15 00	.....	67 00
Necedah, ...	94 08	57 19	50 00	172 73	166 00	.....	.....	50 00	.....	.....	.....
Germanstown, ...	321 52	.....	714 00	1,035 52	585 50	215 85	141 66	364 42	.....	250 00	99 58
Clearfield, ...	15 37	18 62	35 00	68 99	67 00	.....	.....	35 00	.....	.....	.....

Neshonoc, ...	125 44	390 95	598 55	324 00	15 00	264 00	180 00	15 00
Rangor, ...	205 00	318 20	523 20	278 00	11 28	104 00	465 46	22 00
Onalaska, . . . . .	.....	.....	200 70	539 16	269 35	156 00	423 00	57 00
Greenfield, . . . . .	.....	.....	.....	448 00	.....	382 25	355 00	436 75
	1,825 78	390 95	2,066 25	5,587 21	40 00	3,844 25	7,358 46	2,169 97
LA FAYETTE—								
Argyle, ...	245 75	175 56	421 31	716 00	515 96	222 00	592 00	136 40
Belmont, ...	92 68	119 74	417 90	447 50	38 00	137 00	581 40	25 50
Benton, ...	531 20	289 60	820 80	1,102 73	128 14	307 30	149 38	111 21
Elk Grove, ...	281 60	124 28	404 89	701 55	105 88	48 67	441 00	.....
Centre, ...	532 43	.....	827 02	843 63	216 67	14 22	473 00	.....
Fayette, ...	271 18	352 84	624 02	677 91	50 05	81 19	127 00	145 25
Gratiot, ...	339 07	112 85	694 38	528 65	73 42	41 89	317 87	50 00
Kendal, ...	378 67	.....	1,090 02	750 78	277 59	52 05	366 50	8 00
New Diggings, ...	425 60	211 63	634 33	498 90	41 35	198 55	.....	112 10
Shullsburg, ...	597 80	249 93	847 43	1,104 10	68 38	136 25	200 00	53 25
Wayne, ...	135 73	67 67	181 10	230 00	17 41	.....	109 60	64 62
White Oak Springs	147 44	155 20	312 05	356 00	569 57	90 25	.....	657 02
Willow Springs, ...	408 61	178 10	584 71	705 40	79 93	106 19	441 80	55 17
Wiotka, ...	410 24	228 27	628 51	949 58	961 17	254 50	861 28	151 71
Monticello, ...	97 30	68 46	165 76	309 00	714 92	146 63	423 62	9 30
	4,893 35	2,333 53	8,654 14	9,919 73	47 75	3,858 44	3,742 68	1,573 93
LA POINTE—								
Bayfield, ...	23 68	.....	23 68	146 08	73 00	400 00	150 00	600 00
Bayport, . . . . .	.....	.....	.....	.....	.....	.....	.....	.....
Lapointe, . . . . .	.....	.....	.....	.....	.....	.....	.....	.....
	23 68	.....	23 68	146 08	73 00	400 00	150 00	600 00

Table No. VI.—continued.

Names of Counties and Towns.	Amount of money received from County Treasurer.	Amount of money received from Town Treasurer.	Amount of money received from other sources.	Total amount of money received.	Amount of money paid for Teachers' Wages.	Amount of money paid for Liab- ilities.	Amount of money expended for other purposes.	Amount of money remaining unexpended.	Amount of money raised by tax and expended for Teachers' Wages.	Amount of money raised by tax and expended for District Liab- ilities.	Amount of money raised by tax and expended on Sch'l Houses.	Amount of money raised by tax and expended for other pur- poses.
KNOX—continued.												
Paris, ...	\$316 95	\$990 30	.....	1,307 25	1,500 75	.....	\$427 33	\$371 02	\$36 19	.....	\$151 00	\$39 18
Salem, ...	847 52	792 03	.....	1,139 73	1,408 45	\$20 00	180 25	352 98	150 56	.....	.....	121 14
Somers, ...	1,216 46	939 20	.....	2,749 89	1,688 65	15 74	576 63	597 22	534 99	.....	280 00	253 15
Brighton, ...	304 24	757 17	.....	1,072 08	971 00	60 26	69 25	73 40	48 50	.....	.....	119 24
	4,123 15	14,755 99	.....	19,478 24	14,132 17	128 00	6,249 10	3,398 32	2,422 59	.....	1,487 00	2,476 09
LA CROSSE—												
La Crosse City, ...	900 00	.....	2,000 00	2,900 00	2,150 00	.....	.....	.....	2,000 00	.....	5,000 00	1,000 00
Campbell, .....	.....	.....	.....	607 66	.....	.....	.....	.....	100 00	.....	.....	.....
Jackson, ...	105 09	.....	.....	.....	512 46	.....	.....	.....	.....	.....	.....	.....
Burns, .....	.....	.....	.....	350 60	460 00	30 00	50 00	.....	289 00	\$30 00	100 00	182 00
Barre, ...	276 00	.....	.....	378 92	531 00	.....	.....	.....	164 00	.....	625 00	19 67
Holland, .....	.....	.....	.....	604 20	205 00	10 00	111 75	.....	150 00	10 00	.....	415 55
Farmington, ...	214 25	72 75	.....	.....	209 55	.....	.....	.....	345 00	.....	290 00	72 00

Neshonoc, ...	125 44	.....	.....	.....	598 55	324 00	.....	15 00	.....	284 00	.....	160 00	15 00
Bangor, ...	205 00	318 20	.....	68 25	191 95	278 00	.....	11 98	.....	104 00	.....	485 46	22 00
Ouakaka, .....	.....	.....	.....	.....	523 20	589 16	.....	289 85	.....	166 00	.....	423 00	57 00
Greenfield, .....	.....	.....	.....	.....	200 70	448 00	.....	.....	.....	382 25	.....	355 00	436 75
LA FAYETTE—	1,825 78	390 95	2,068 25	.....	4,254 58	5,587 21	40 00	457 88	.....	3,844 25	40 00	7,358 46	2,169 97
Argyle, ...	245 75	175 56	.....	.....	421 31	716 00	.....	515 96	88 30	222 00	.....	592 08	126 40
Belmont, ...	92 68	119 74	.....	.....	417 90	447 50	.....	38 00	3 00	137 00	.....	581 40	25 50
Benton, ...	531 20	289 60	.....	.....	820 80	1,102 73	.....	128 14	307 30	235 93	.....	149 38	111 21
Elk Grove, ...	281 60	124 28	.....	.....	404 80	701 55	.....	105 88	48 67	441 00	.....	.....	.....
Centre, ...	532 48	.....	.....	.....	837 02	843 63	14 30	216 67	14 22	473 00	10 00	385 00	145 25
Fayette, ...	271 18	352 84	.....	.....	624 02	677 91	.....	59 05	81 19	127 00	.....	50 00	54 40
Gratiot, ...	339 07	112 85	.....	.....	694 88	528 65	.....	73 42	41 89	317 87	.....	225 00	8 00
Kendal, ...	378 67	.....	.....	.....	1,090 02	750 78	.....	277 59	52 05	366 50	.....	175 00	112 10
New Diggings, ...	425 60	211 63	.....	.....	634 33	496 90	.....	41 35	198 55	.....	.....	.....	.....
Shullsburg, ...	597 80	249 93	.....	.....	847 48	1,104 10	5 00	63 38	136 25	308 65	.....	200 00	53 25
Wayne, ...	135 73	67 67	.....	.....	151 10	230 00	.....	17 41	.....	289 00	15 40	109 80	64 62
White Oak Springs	147 44	155 20	.....	.....	312 05	856 00	28 45	589 57	90 25	.....	.....	.....	637 02
Willow Springs, ...	406 61	178 10	.....	.....	584 71	705 40	.....	79 93	106 19	441 80	.....	.....	55 17
Wlota, ...	410 24	228 27	.....	.....	628 51	949 58	.....	961 17	254 50	436 18	.....	861 28	151 71
Monticello, ...	97 30	68 46	.....	.....	165 76	309 00	.....	714 92	146 63	16 05	.....	423 62	9 30
LA POINTE—	4,893 35	2,333 53	.....	.....	8,654 14	9,919 73	47 75	3,858 44	1,568 99	3,801 93	25 40	3,742 68	1,573 93
Bayfield, ...	23 68	.....	.....	.....	23 68	146 08	.....	73 00	.....	400 00	.....	150 00	600 00
Bayport, .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Lapointe, .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	23 68	.....	.....	.....	23 68	146 08	.....	73 00	.....	400 00	.....	150 00	600 00

Table No. VI.—continued.

Names of Counties and Towns.	Amount of money received from County Treasurer.	Amount of money received from Town Treasurer.	Amount of money received from other sources.	Total amount of money received.	Amount of money paid for Teachers' Wages.	Amount of money paid for Liabilities.	Amount of money expended for other purposes.	Amount of money remaining unexpended.	Amount of money raised by tax Wages and expended for Teachers' Liabilities.	Amount of money raised by tax and expended on Sch'l Houses.	Amount of money raised by tax and expended for other purposes.
MANITOWOC—											
Buchanan,.....	\$205 44	\$54 92	.....	\$260 36	\$260 36	.....	.....	.....	\$306 00	.....	\$76 00
Cato,.....	288 64	69 63	.....	358 27	3,587 27	.....	.....	.....	365 42	\$30 15	71 63
Centreville,.....	263 80	186 29	\$28 72	467 81	299 93	.....	\$64 41	\$103 47	116 85	200 00	53 77
Cooperstown,...	247 12	11 61	.....	258 73	248 02	\$10 71	.....	.....	125 77	133 00	.....
Eaton,.....	115 84	.....	.....	115 84	115 84	.....	.....	.....	245 00	116 00	77 60
Franklin,.....	231 17	225 00	.....	456 17	430 00	.....	.....	26 17	360 00	220 04	32 45
Gibson,.....	175 36	14 52	.....	189 88	189 88	.....	.....	.....	242 00	228 00	139 60
Kossuth,.....	299 52	232 00	.....	531 52	400 00	.....	63 37	67 15	484 37	.....	37 00
Manitowoc,.....	942 16	.....	.....	942 16	942 16	.....	.....	.....	1,680 00	505 68	367 52
Manitowoc Rapids	349 40	.....	96 74	446 14	388 00	.....	68 14	.....	680 00	100 00	78 00
Maple Grove,...	156 16	9 00	.....	165 16	165 16	.....	.....	.....	223 00	260 00	18 00
Meeme,.....	241 92	68 10	.....	310 02	310 02	.....	.....	.....	221 98	148 31	33 70
Mishicot,.....	285 41	105 89	.....	391 30	391 30	.....	.....	.....	166 00	135 00	60 00
Newton,.....	312 32	106 81	.....	418 63	418 63	.....	.....	.....	253 42	.....	79 42
Rockland,.....	120 32	16 17	.....	136 49	136 49	.....	.....	.....	65 00	383 00	177 00
Schleswig,.....	108 80	.....	.....	108 80	74 91	11 00	.....	12 89	160 00	66 59	13 00

Two Rivers, ...	608 00	362 65	970 65	964 15	6 15	.....	.....	920 00	5 00	400 00	321 50
	4,940 38	1,462 09	6,527 93	5,693 12	27 86	185 92	209 68	6,464 81	25 00	2,875 77	1,635 49
MARATHON—											
Wausau, ...	116 48	361 35	477 83	386 50	.....	.....	80 43	.....	.....	.....	200 00
Jenny, ...	24 32	70 00	94 32	94 32	.....	.....	.....	.....	.....	.....	.....
Texas, .....	.....	60 00	60 00	60 00	.....	8 00	.....	.....	.....	150 00	.....
Knowlton, .....	.....	.....	.....	82 33	.....	25 00	.....	150 00	.....	150 00	.....
Mosinee, ...	74 00	291 89	341 70	186 00	.....	.....	155 70	.....	.....	485 42	32 08
	214 80	783 24	341 70	809 15	.....	33 00	253 13	150 00	.....	785 42	232 08
MARQUETTE—											
Douglas, ...	368 65	.....	.....	441 70	23 89	536 38	50 08	169 50	5 00	.....	14 36
Mecan, ...	74 40	.....	.....	164 35	5 00	1 00	35 00	32 00	.....	16 07	5 63
Westfield, ...	100 88	66 98	167 86	167 86	.....	57 50	.....	128 20	.....	.....	.....
Packwaukee, ...	137 60	89 62	927 22	227 22	.....	.....	.....	156 14	.....	.....	.....
Buffalo, ...	187 60	.....	.....	805 01	.....	217 55	236 05	441 23	.....	62 00	70 83
Shields, ...	188 24	78 30	.....	667 50	5 75	11 25	36 80	201 00	.....	145 00	.....
Crystal Lake, ...	199 01	.....	232 90	574 05	.....	27 75	149 52	19 00	.....	.....	308 00
Montello, ...	176 54	.....	176 54	755 00	8 09	.....	.....	555 24	.....	126 85	.....
Oxford, ...	77 68	87 14	264 82	440 88	.....	116 04	31 12	248 44	.....	.....	116 04
Nashkoro, ...	71 89	34 09	106 28	248 00	.....	15 00	21 88	125 00	.....	.....	.....
Moundville, ...	164 72	77 22	231 90	306 13	6 10	42 71	13 81	33 22	2 00	.....	24 17
Harris, ...	119 74	51 43	229 48	384 00	5 32	20 80	.....	140 04	.....	.....	13 75
Springfield, ...	145 82	.....	145 82	182 25	.....	20 00	41 85	121 76	.....	85 00	4 00
Newton, ...	202 32	49 49	251 99	384 00	.....	.....	106 87	59 36	.....	17 14	26 00
	2,155 29	534 27	2,094 81	5,647 95	54 06	1,065 98	722 98	2,430 12	7 00	442 06	582 83
MILWAUKEE—											
Franklin, ...	433 28	569 62	1,002 90	1,454 00	17 15	.....	.....	116 60	.....	.....	81 90
Greenfield, ...	623 36	692 08	1,315 44	1,747 48	.....	.....	541 73	243 30	.....	100 00	144 76
Wauwatosa, ...	652 16	444 09	1,098 25	1,098 25	.....	.....	.....	1,312 64	80 00	1,591 00	260 68

Table No. VI.—continued.

Names of Counties and Towns.	Amount of money received from County Treasurer.	Amount of money received from Town Treasurer.	Amount of money received from other sources.	Total amount of money received.	Amount of money paid for Li- braries.	Amount of money expended for other purposes.	Amount of money remaining un- expended.	Amount of money raised by tax and expended for Teachers' Wages.	Amount of money raised by tax and expended for District Li- braries.	Amount of money raised by tax and expended on Sch'l Houses.	Amount of money raised by tax and expended for other pur- poses.
OUTAGAMIE—con.											
Freedom, ...	\$168 50	\$0 08	.....	\$169 00	\$313 75	.....	.....	\$430 26	.....	.....	.....
Grand Chute, ...	149 75	196 08	.....	345 83	434 00	.....	\$137 48	325 00	.....	125 00	63 40
Greenville, ...	199 75	115 76	.....	315 61	701 59	.....	173 84	242 00	6 00	236 50	233 00
Hortonia, .....	.....	.....	.....	38 24	50 03	.....	.....	225 00	.....	.....	.....
Kaukana, ...	146 26	100 84	.....	350 80	838 28	.....	174 50	524 00	11 42	180 00	91 50
Liberty, ...	110 92	45 12	.....	123 37	455 00	.....	62 76	228 12	30 00	90 00	57 00
Osborn, .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	1,689 85	1,181 20	.....	3,583 24	6,370 76	15 12	2,337 76	4,520 88	49 42	1,737 00	1,289 18
OZAUKEE—											
Belgium, ...	640 00	405 55	89 21	1,045 55	984 50	76 26	.....	15 21	.....	.....	74 00
Cedarburg, ...	743 04	487 62	.....	1,230 66	1,682 00	10 50	.....	122 00	10 50	427 45	264 00
Fredonia, ...	453 11	150 01	.....	603 12	989 75	.....	.....	15 00	.....	.....	.....
Grafton, ...	444 60	222 69	.....	664 29	828 65	7 18	6 05	265 37	16 00	18 60	123 03

New Hope,.....	76 86	50 28	.....	127 14	229 00	.....	22 35	60 28	148 89	.....	375 00	116 89
Plover,.....	184 82	63 57	.....	247 89	795 00	12 00	20 50	89 84	385 13	10 00	1,409 80	21 00
Pine Grove,.....	62 72	67 88	.....	130 10	130 10	.....	5 00	.....	167 70	.....	.....	5 00
Stockton,.....	117 76	26 52	.....	143 37	537 00	.....	10 00	25 80	172 84	.....	.....	1 50
Stevens Point,.....	.....	.....	.....	.....	80 00	.....	15 00	.....	50 00	.....	.....	.....
Stevens P't City,.....	222 68	234 19	.....	456 95	1,418 00	37 74	450 43	213 00	1,151 39	.....	.....	384 34
Hull,.....	248 59	.....	15 15	263 74	237 00	27 15	.....	52 54	330 00	10 00	.....	25 00
Eau Claire,.....	.....	40 00	.....	.....	19 50	.....	9 00	11 50	.....	.....	.....	.....
2,401 22	781 77	15 15	.....	2,157 81	4,959 01	76 89	946 74	445 62	3,412 77	20 00	2,081 09	762 98
RACINE—												
Racine,.....	430 12	487 76	.....	917 88	1,429 80	.....	391 51	136 84	317 50	.....	.....	505 00
Mount Pleasant,.....	.....	.....	.....	1,218 07	1,303 22	53 39	205 92	861 61	523 55	5 00	54 45	163 44
Caledonia,.....	410 88	624 96	.....	1,035 84	1,263 00	26 50	182 79	424 22	140 23	.....	80 00	85 84
Raymond,.....	804 64	610 18	.....	914 82	1,131 00	16 70	224 43	224 18	167 06	10 00	.....	190 40
Yorkville,.....	824 60	444 16	.....	773 61	1,092 70	19 08	163 81	242 31	501 26	.....	102 69	106 08
Dover,.....	274 56	872 50	.....	647 06	865 80	9 59	463 67	115 25	213 70	1 69	310 00	175 99
Norway,.....	232 33	302 85	.....	535 18	618 00	3 50	90 75	110 45	.....	.....	.....	153 90
Rochester,.....	243 84	127 37	.....	371 21	642 87	.....	85 91	37 70	257 67	.....	294 73	.....
Waterford,.....	360 32	186 00	.....	546 32	546 32	.....	.....	.....	349 72	.....	.....	80 65
Burlington,.....	532 48	.....	.....	532 48	1,476 22	3 44	1,112 17	114 10	822 33	.....	2,250 00	124 76
Racine City,.....	2,075 52	8,378 71	301 88	10,755 61	8,534 12	.....	2,221 49	.....	.....	.....	.....	.....
5,188 89	11,534 49	301 38	.....	18,248 08	18,903 05	132 20	5,142 45	1,766 66	3,293 02	16 69	3,091 87	1,586 04
RICHLAND—												
Akan,.....	.....	86 63	.....	173 26	138 00	.....	125 80	9 88	156 00	.....	112 50	.....
Bloom,.....	141 49	139 00	.....	241 89	99 23	.....	13 60	49 55	99 23	.....	5 00	13 60
- Buena Vista,.....	213 48	151 49	.....	363 92	739 95	20 00	1,115 51	256 56	538 26	25 00	560 56	176 52
Dayton,.....	120 84	37 20	.....	157 00	240 20	.....	9 45	109 75	186 90	.....	60 94	5 00
Eagle,.....	152 25	128 67	.....	280 92	428 30	.....	.....	72	40 00	.....	.....	.....
Forest,.....	115 00	63 00	.....	173 00	441 88	.....	309 08	48 38	241 21	.....	306 77	38 45

Table No. VI.—continued.

Names of Counties and Towns.	Amount of money received from County Treasurer.	Amount of money received from Town Treasurer.	Amount of money received from other sources.	Total amount of money received.	Amount of money paid for Teachers' Wages.	Amount of money paid for Liabilities.	Amount of money expended for other purposes.	Amount of money remaining unexpended.	Amount of money raised by tax Wages.	Amount of money raised by tax and expended for District Liabilities.	Amount of money raised by tax and expended on School Houses.	Amount of money raised by tax and expended for other purposes.
POLK—												
Alden,.....	\$8 08	.....	.....	\$44 55	\$44 55	.....	.....	.....	\$55 00	.....	\$600 00	\$50 00
Farmington,.....	42 15	\$59 00	.....	92 15	48 50	.....	\$5 00	\$38 65	50 80	.....	445 00	5 00
Osceola,.....	62 77	99 81	.....	412 79	304 00	.....	57 43	167 79	290 00	.....	700 00	57 43
St. Croix Falls,...	57 73	276 64	.....	334 37	270 80	.....	42 90	20 67	.....	.....	.....	.....
Sterling,.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	170 73	425 95	.....	893 86	687 85	.....	105 33	227 11	395 00	.....	1,745 00	112 43
PORTAGE—												
Amherst,.....	98 20	49 56	.....	147 70	195 20	.....	115 00	54 00	165 10	.....	25 00	115 00
Almond,.....	89 42	27 06	.....	116 48	338 00	.....	154 21	21 64	280 03	.....	87 85	6 15
Belmont,.....	110 72	102 79	.....	213 51	408 21	.....	131 75	44 97	187 69	.....	61 44	101 45
Buena Vista,.....	104 32	22 64	.....	126 96	247 00	.....	.....	.....	215 00	.....	.....	.....
Lanark,.....	82 55	77 84	.....	160 39	193 00	.....	13 50	12 05	72 00	.....	.....	36 00
Litwood,.....	3 08	20 00	.....	23 08	82 00	.....	.....	.....	87 00	.....	122 50	.....

New Hope,.....	76 86	50 28	.....	127 14	229 00	.....	22 35	60 28	148 89	.....	375 00	116 99
Plover,.....	184 32	63 57	.....	247 89	795 00	12 00	20 50	89 84	885 13	10 00	1,409 30	21 00
Pine Grove,.....	62 72	67 38	.....	130 10	130 10	.....	5 00	.....	167 70	.....	.....	5 00
Stockton,.....	117 76	26 52	.....	143 37	537 00	.....	10 00	25 80	172 84	.....	.....	1 50
Stevens Point,.....	.....	.....	.....	.....	80 00	.....	15 00	.....	60 00	.....	.....	.....
Stevens P't City,.....	222 68	234 19	.....	456 95	1,418 00	87 74	450 43	213 00	1,151 39	.....	.....	334 84
Hull,.....	248 59	.....	15 15	263 74	237 00	27 15	.....	62 54	830 00	10 00	.....	25 00
Eau Claire,.....	.....	40 00	.....	.....	19 50	.....	9 00	11 50	.....	.....	.....	.....
	2,401 22	781 77	15 15	2,157 31	4,959 01	76 89	946 74	445 62	3,412 77	20 00	2,081 09	762 93
RACINE—												
Racine,.....	430 12	487 76	.....	917 88	1,429 80	.....	391 51	136 84	317 50	.....	.....	505 00
Mount Pleasant,.....	.....	.....	.....	1,218 07	1,303 22	53 39	205 92	361 61	523 56	5 00	64 45	163 44
Caledonia,.....	410 88	624 96	.....	1,035 84	1,263 00	26 50	182 79	424 22	140 23	.....	80 00	85 84
Raymond,.....	304 64	610 18	.....	914 82	1,131 00	16 70	224 43	224 18	167 08	10 00	.....	190 40
Yorkville,.....	324 60	444 16	.....	773 61	1,092 70	19 08	163 81	242 31	501 26	.....	102 69	106 06
Dover,.....	274 56	372 50	.....	647 06	865 80	9 59	463 67	115 25	213 70	1 69	310 00	175 99
Norway,.....	232 33	302 85	.....	535 18	618 00	3 50	90 75	110 45	.....	.....	.....	153 90
Rochester,.....	248 84	127 37	.....	371 21	642 87	.....	85 91	97 70	257 67	.....	294 73	.....
Waterford,.....	360 32	186 00	.....	546 32	546 32	.....	.....	.....	849 72	.....	.....	80 65
Burlington,.....	532 48	.....	.....	532 48	1,476 22	3 41	1,112 17	114 10	822 33	.....	2,250 00	124 76
Racine City,.....	2,076 52	8,378 71	301 88	10,756 61	8,534 12	.....	2,221 49	.....	.....	.....	.....	.....
	5,188 89	11,584 49	301 88	18,248 08	18,903 05	132 20	5,142 45	1,766 66	3,293 02	16 69	3,091 87	1,586 04
RICHLAND—												
Akan,.....	.....	86 63	.....	173 28	138 00	.....	125 80	9 88	156 00	.....	112 50	.....
Bloom,.....	141 49	139 00	.....	241 88	99 23	.....	13 60	49 55	98 23	.....	5 00	13 60
- Buena Vista,.....	213 48	151 49	.....	363 92	739 95	20 00	1,115 51	256 56	538 26	25 00	560 66	176 52
Dayton,.....	120 84	37 20	.....	157 00	240 20	.....	9 45	109 75	186 90	.....	60 94	5 00
Eagle,.....	152 25	128 67	.....	280 92	438 30	.....	.....	72	40 00	.....	.....	.....
Forest,.....	116 00	63 00	.....	178 00	441 88	.....	309 08	48 38	241 21	.....	306 77	38 45

Table No. VI.—continued.

Names of Counties and Towns.	Amount of money received from County Treasurer.	Amount of money received from Town Treasurer.	Amount of money received from other sources.	Total amount of money received.	Amount of money paid for Li- braries.	Amount of money expended for other purposes.	Amount of money remaining unexpended.	Amount of money raised by tax and expended for Teachers' Wages.	Amount of money raised by tax and expended for District Li- braries.	Amount of money raised by tax and expended on Sch'l Houses.	Amount of money raised by tax and expended for other pur- poses.
RICHLAND—continued.											
Henrietta, ...	\$114 10	\$6 00	.....	\$120 10	\$336 10	\$59 27	\$104 01	\$191 72	.....	.....	\$23 29
Ithaca, ...	47 13	294 04	.....	550 45	704 40	337 54	343 88	442 65	.....	154 00	33 45
Marshall, ...	138 24	108 14	.....	246 38	316 00	.....	67 20	7 74	.....	300 00	.....
Richmond, ...	154 89	.....	.....	164 89	283 77	10 50	59 96	235 00	.....	45 00	90 00
Richwood, ...	219 51	.....	.....	219 51	605 89	104 81	56 52	233 30	.....	65 80	133 37
Rockbridge, ...	121 58	24 62	.....	146 20	296 97	31 80	.....	124 00	.....	250 00	360 00
Rockland, ...	214 40	51 91	.....	266 31	351 64	1,016 52	139 05	326 00	.....	.....	110 00
Sylvan, ...	124 32	114 32	.....	238 54	402 00	33 97	43 81	161 00	.....	.....	82 30
Willow, ...	80 00	295 61	.....	385 61	230 25	10 00	678 01	120 00	100 00	374 98	35 50
Westford, ...	187 56	24 02	.....	211 58	285 25	216 12	396 11	220 00	15 00	225 00	90 00
	2,144 79	1,524 60	86 63	3,934 55	5,899 74	3,878 94	2,364 46	3,342 11	145 00	2,460 55	1,191 47
ROCK—											
Avon, ...	243 29	474 54	.....	717 83	920 98	102 75	179 76	85 85	8 81	.....	97 51

Beloit,.....	408 80	312 05	.....	715 85	889 40	.....	383 61	260 11	420 84	.....	257 85	490 00
Beloit City,.....	1,968 69	6,442 95	.....	8,411 64	4,900 00	.....	850 00	254 21	4,950 00	.....	.....	1,392 95
Bradford,.....	601 49	.....	.....	601 49	1,048 12	15 00	252 20	68 49	538 53	.....	84 26	358 00
Clinton,.....	709 89	.....	.....	709 89	1,575 50	12 88	354 65	.....	816 48	.....	.....	.....
Centre,.....	243 98	288 38	.....	532 81	1,069 51	.....	169 75	235 13	545 67	.....	.....	223 33
Fulton,.....	430 24	895 87	.....	826 11	1,549 00	.....	221 28	312 55	754 00	.....	.....	338 62
Harmony,.....	213 23	814 62	.....	527 85	1,214 00	52 74	181 92	10 50	556 12	.....	.....	181 92
Johntown,.....	618 26	200 00	.....	318 26	1,017 63	.....	285 52	428 80	466 15	.....	90 48	151 62
Janesville,.....	213 88	269 25	.....	483 13	1,125 50	.....	281 23	106 07	542 80	.....	.....	274 32
Janesville City,.....	2,230 33	1,453 57	.....	3,683 90	7,183 57	.....	2,750 86	.....	.....	.....	.....	.....
Lima,.....	279 87	249 55	.....	528 48	1,443 42	15 54	212 35	87 77	576 95	.....	101 18	211 35
La Prairie,.....	187 57	253 40	.....	441 27	836 94	21 74	507 97	268 67	461 52	.....	200 00	157 12
Milton,.....	347 47	302 81	.....	650 28	1,007 91	32 46	.....	50 02	261 00	10 00	367 93	43 34
Magnolia,.....	277 85	329 02	.....	606 87	606 87	.....	.....	.....	361 49	.....	74 93	83 77
Newark,.....	294 13	180 56	.....	474 69	474 69	6 27	11 13	.....	312 32	.....	45 00	209 33
Porter,.....	305 45	109 59	.....	415 04	415 04	.....	.....	.....	133 38	.....	250 00	225 71
Plymouth,.....	602 77	.....	.....	602 87	833 14	.....	585 57	117 77	315 00	.....	500 00	181 50
Rock,.....	558 85	.....	.....	558 85	1,581 60	.....	960 97	260 89	750 85	.....	248 30	717 08
Spring Valley,.....	249 45	502 96	.....	752 41	1,128 46	.....	130 04	122 61	177 85	.....	.....	21 49
Turtle,.....	303 32	332 47	.....	634 79	1,890 68	.....	209 25	187 55	957 92	.....	50 00	202 82
Union,.....	428 38	297 52	.....	725 90	1,393 91	.....	681 00	414 86	622 33	.....	500 00	316 58
.....	11,710 99	12,709 06	.....	24,419 21	34,105 82	165 44	8,622 05	3,355 76	14,306 05	18 81	2,719 93	5,878 37
ST. GROIX—	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Hudson City,.....	.....	.....	.....	2,498 01	1,164 75	.....	715 40	507 26	1,200 00	.....	.....	.....
Rush River,.....	27 00	.....	303 60	118 50	193 50	.....	.....	22 13	50 00	4 42	.....	22 13
Kan Galla,.....	.....	.....	91 50	263 50	.....	.....	.....	.....	50 00	4 75	150 00	23 73
Bria Prairie,.....	.....	70 00	23 04	93 84	93 84	.....	.....	.....	220 00	30 00	.....	87 00
Malone,.....	.....	.....	.....	226 22	242 00	.....	25 00	96 63	140 00	.....	.....	120 00
Ceylon,.....	.....	21 83	56 04	77 87	95 75	.....	14 00	49 35	91 55	.....	35 33	.....
Hammond,.....	.....	94 50	33 24	132 80	327 50	.....	1,397 60	25 00	.....	.....	.....	.....
St. Joseph,.....	.....	20 09	85 13	78 44	80 00	.....	15 45	.....	244 17	.....	.....	.....
Somerset,.....	.....	108 16	66 46	174,65	262 23	.....	.....	.....	145 00	.....	307 77	79 95

Table No. VI.—continued.

Names of Counties and Towns.	Amount of money received from County Treasurer.	Amount of money received from Town Treasurer.	Amount of money received from other sources.	Total amount of money received.	Amount of money paid for Teachers' Wages.	Amount of money paid for Li- braries.	Amount of money expended for other purposes.	Amount of money remaining un- expended.	Amount of money raised by tax and expended for Teachers' Wages.	Amount of money raised by tax and expended for District Li- braries.	Amount of money raised by tax and expended for School Hou- ses.	Amount of money raised by tax and expended for other pur- poses.
St. Croix—con.												
Richmond, ...	183 68	559 90	\$ 30 69	\$ 30 69	\$228 89	.....	\$1 50	\$15 70	\$188 00	.....	.....	\$160 50
Hudson, ...	168 82	329 09	.....	168 86	314 00	.....	.....	.....	.....	.....	250 00	225 00
Troy, ...	898 64	353 79	.....	34 52	181 00	.....	30 00	.....	184 10	.....	300 00	.....
Star Prairie, ...	33 90	16 95	52 70	536 68	275 89	.....	82 15	52 14	125 00	.....	125 00	.....
Pleasant Valley, ...	167 68	.....	.....	116 20	243 50	.....	50	102 88	275 00	.....	6 06	21 50
	27 00	317 76	702 40	4,548 78	3,702 78	.....	2,281 60	871 11	2,922 82	39 17	1,174 10	689 81
SAUK—												
Spring Green, ...	183 68	559 90	.....	743 58	570 55	.....	141 18	171 04	45 00	.....	462 68	110 85
Troy, ...	168 82	329 09	.....	497 41	707 73	52 90	797 70	210 08	219 14	6 00	602 00	174 77
Prairie du Sac, ...	898 64	353 79	.....	834 43	1,165 08	83 88	124 49	420 55	873 50	23 51	275 00	204 33
Bear Creek, ...	33 90	16 95	.....	50 89	478 82	10 00	14 04	10 48	329 70	10 00	.....	32 44
Franklin, ...	167 68	.....	.....	157 68	231 56	.....	168 93	267 17	267 47	.....	177 38	42 67
Honey Creek, ...	234 24	849 56	.....	773 28	892 68	43 06	65 44	879 43	447 08	6 43	107 81	90 38
Kingston, ...	232 32	304 36	.....	536 68	915 60	20 00	451 97	232 41	948 09	1 06	100 00	186 45

Merrimac,.....	167 78	107 00	.....	274 68	685 40	16 75	58 77	61 77	426 14	3 00	.....	63 27
Washington,....	216 32	193 82	.....	410 14	970 73	.....	67 70	297 73	668 00	.....	30 00	89 98
Westfield,....	266 96	400 00	.....	666 96	661 04	.....	.....	5 92	283 96	11 00	25 00	113 61
Freedom,.....	154 72	106 83	.....	261 05	561 53	.....	.....	70 60	281 25	.....	.....	56 77
Baraboo,.....	451 84	236 46	.....	683 30	1,285 34	.....	447 50	419 13	638 28	30 00	167 25	220 07
Greensfield,....	135 68	76 04	.....	211 72	498 00	.....	123 07	138 55	827 16	.....	82 75	.....
Reedsburg,.....	313 70	548 80	.....	862 00	1,271 75	.....	253 85	392 70	827 08	.....	200 00	265 95
Excelsior,.....	171 53	232 61	.....	404 14	737 16	.....	212 75	189 51	381 75	.....	290 00	38 65
Fairfield,.....	141 56	420 80	.....	582 46	768 00	.....	.....	263 28	313 03	.....	.....	99 03
Woodland,.....	80 00	192 83	.....	339 13	192 00	.....	44 00	74 51	30 00	.....	.....	69 00
Marston,.....	292 79	1,119 34	.....	1,412 13	1,101 83	.....	1,417 88	971 70	266 78	.....	1,165 00	273 67
Winfield,.....	143 82	121 70	.....	265 02	480 33	.....	387 76	285 83	381 43	15 00	195 00	115 53
Dellona,.....	136 32	102 06	.....	238 88	549 26	.....	55 38	450 68	414 47	.....	425 00	346 91
New Buffalo,....	273 92	279 35	.....	553 27	973 83	32 68	.....	1 56	632 60	.....	.....	299 10
SHAWANO—	4,353 12	6,040 39	.....	10,743 39	15,628 48	259 27	4,782 31	5,809 58	7,801 87	106 00	4,304 85	2,893 23
Richmond,.....	70 00	.....	.....	.....	70 00	15 00	41 20	.....	70 00	15 00	.....	41 20
Shawano,.....	32 00	302 13	.....	.....	294 17	15 00	123 00	.....	280 00	15 00	.....	15 00
Belle Plaine,...	30 00	.....	.....	.....	140 00	.....	70 00	302 00	40 00	.....	600 00	.....
Matteson,.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Waukechon*,....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
SHEBOYGAN—	132 00	302 13	.....	.....	504 17	30 00	234 20	302 00	370 00	80 00	600 00	56 20
Abbot,.....	353 92	289 13	.....	643 05	731 11	.....	50 05	138 06	146 01	.....	118 00	45 35
Greenbush,....	325 76	171 49	.....	497 25	1,411 59	10 00	637 92	239 70	1,031 90	13 50	120 00	491 03
Hermann,.....	378 34	377 91	.....	1,276 03	1,083 50	6 30	64 40	77 38	183 19	.....	.....	53 05
Holland,.....	498 88	501 86	.....	1,000 74	1,217 98	50 49	136 67	220 22	193 00	8 00	.....	323 00
Lima,.....	437 12	500 00	.....	937 12	1,064 86	.....	210 03	238 83	148 74	.....	64 00	96 00
Lyndon,.....	318 73	376 40	.....	695 13	1,586 18	.....	72 90	209 46	632 50	.....	.....	101 00

*No Report.

Table No. VI.—continued.

Names of Counties and Towns.	Amount of money received from County Treasurer.	Amount of money received from Town Treasurer.	Amount of money received from other sources.	Total amount of money received.	Amount of money paid for Teachers' Wages.	Amount of money paid for Liabilities.	Amount of money expended for other purposes.	Amount of money remaining unexpended.	Amount of money raised by tax and expended for Teachers' Wages.	Amount of money raised by tax and expended for District Liabilities.	Amount of money raised by tax and expended on School Houses.	Amount of money raised by tax and expended for other purposes.
SHEBOYGAN—continued												
Mitchell,.....	\$227 84	\$208 82	.....	\$436 50	\$868 00	.....	\$36 87	\$103 46	\$464 00	.....	.....	\$44 87
Moel,.....	218 88	161 34	.....	880 22	445 56	.....	30 50	137 44	17 00	.....	\$16 00	14 50
Plymouth,.....	461 20	250 13	.....	711 33	1,369 50	.....	339 10	370 20	717 23	.....	.....	141 91
Rhine,.....	235 52	169 75	.....	395 27	495 42	.....	672 62	183 02	184 00	.....	579 95	7 00
Russell,.....	89 60	52 92	.....	142 52	221 50	.....	12 22	65 69	135 00	.....	.....	17 00
Scott,.....	431 84	484 00	.....	915 84	900 00	21 00	18 08	.....	181 00	9 35	.....	18 08
Sheboygan,.....	206 08	209 01	.....	415 09	627 00	20 00	34 00	4 17	185 00	.....	.....	20 00
Sheboygan City,.....	871 04	1,122 67	.....	1,993 71	2,271 67	.....	994 96	160 00	1,000 00	.....	173 33	635 00
Sheboygan Falls,.....	350 08	445 00	.....	795 08	829 66	.....	149 40	188 95	157 00	.....	.....	64 00
Sheb'n Falls Vil.,.....	273 92	177 73	.....	732 06	705 50	.....	17 00	26 58	177 73	.....	.....	50 00
Wilson,.....	250 88	149 83	.....	400 12	669 00	.....	163 02	258 25	330 91	.....	.....	163 02
	5,929 63	5,687 40	.....	12,867 06	16,448 03	107 79	3,659 74	2,621 39	5,777 21	30 85	1,071 28	2,284 81
TREMPELEAU—												
Arcadia,.....	26 25	78 00	.....	99 25	89 25	.....	3 00	143 99	.....	20 00	.....	3 00

Caledonia, ...	49 12	18 70	.....	81 52	313 00	26 10	196 45	35 51	217 00	28 68	75 00	23 00
Gale, ...	91 14	.....	.....	91 14	292 00	.....	45 00	188 19	184 00	20 00	600 00	45 00
Preston, ...	57 78	.....	.....	57 78	264 87	.....	35 40	.....	263 00	.....	120 00	25 00
Sumner, .....	.....	.....	.....	.....	.....	.....	.....	.....	50 00	.....	.....	.....
Trempealeau, ...	143 36	1,714 66	.....	1,361 24	788 00	90 39	454 84	548 01	580 00	40 00	675 00	180 00
	367 65	1,806 66	.....	2,190 93	1,688 12	116 49	764 69	865 70	1,244 00	108 68	1,370 00	276 00
WALWORTH—												
Sharon, ...	439 37	284 47	.....	674 84	1,500 94	.....	169 10	230 85	757 55	.....	17 00	155 10
Darien, ...	543 58	2,181 05	.....	1,461 15	1,641 73	.....	1,324 32	.....	858 17	.....	.....	1,211 52
Richmond, ...	216 08	100 00	.....	429 07	939 32	5 00	117 62	119 35	616 61	4 00	.....	110 18
Whitewater, ...	708 48	375 16	.....	1,083 64	2,488 16	12 05	731 76	163 02	1,291 85	12 05	.....	269 15
Walworth, ...	312 91	210 82	.....	563 53	1,062 13	.....	707 06	88 89	469 38	.....	596 95	145 00
Delavan, ...	545 48	1,025 03	.....	1,560 51	2,765 00	10 00	919 39	465 27	1,160 83	10 00	75 00	491 42
Sugar Creek, ...	281 80	130 71	.....	424 36	867 49	5 90	84 96	110 60	298 31	.....	.....	76 71
La Grange, ...	336 77	198 68	.....	535 45	1,246 11	2 50	240 67	240 32	657 45	.....	62 50	183 78
Linn, .....	.....	.....	.....	743 94	1,158 00	.....	146 62	14 59	466 28	.....	104 00	89 52
Geneva, ...	845 01	.....	.....	845 01	2,026 07	7 54	499 80	220 54	676 50	7 54	229 80	416 40
La Fayette, ...	463 79	456 96	.....	920 75	983 05	.....	145 91	248 81	350 17	.....	.....	56 99
Troy, ...	475 24	981 18	.....	1,840 92	1,285 21	10 00	227 09	85 48	715 52	6 00	.....	242 26
Bloomfield, ...	329 60	174 75	.....	504 35	1,143 00	.....	329 36	275 71	897 27	.....	.....	689 95
Hudson, ...	380 16	209 63	.....	569 79	1,046 50	.....	82 46	17 86	282 93	.....	.....	133 69
Spring Prairie, ...	.....	.....	.....	536 50	1,158 80	.....	125 35	167 82	701 32	.....	500 00	230 35
East Troy, ...	417 24	225 07	.....	640 21	1,364 50	.....	1,559 51	168 44	818 47	.....	1,967 50	162 85
Elk Horn, ...	268 80	300 00	.....	770 93	964 00	.....	171 49	.....	300 00	.....	.....	.....
	6,564 31	6,806 31	.....	14,124 95	23,560 51	52 99	7,632 47	2,597 55	10,816 61	29 59	3,542 75	4,614 87
WASHINGTON—												
Addison, ...	458 24	532 60	.....	990 84	842 47	.....	.....	148 37	10 20	.....	148 00	112 00
Barton, ...	300 16	402 60	.....	702 76	1,105 49	23 70	77 64	235 17	854 26	.....	.....	63 75
Erlin, ...	419 20	227 23	.....	646 43	844 00	.....	.....	179 00	100 00	.....	.....	48 41
Farmington, ...	417 31	323 83	.....	741 19	1,006 90	.....	90 14	79 77	274 83	.....	.....	78 56
Germanatown, ...	685 44	645 69	.....	1,331 07	1,702 00	5 00	31 98	198 00	184 48	5 00	.....	44 03

Table No. VI.—continued.

Names of Counties and Towns.	Amount of money received from		Amount of money received from Town Treasurer.	Amount of money received from other sources.	Total amount of money received.	Amount of money paid for Li- braries.	Amount of money paid for Teachers' Wages.	Amount of money expended for other purposes.	Amount of money remaining un- expended.	Amount of money raised by tax and expended for Teachers' Wages.	Amount of money raised by tax and expended for District Li- braries.	Amount of money raised by tax and expended on Sch'l Houses.	Amount of money raised by tax and expended for other pur- poses.
	County Treasurer.												
WASHINGTON—con.													
Hartford, ...	591 36	572 50	.....	.....	1,155 97	1,369 00	.....	\$249 44	\$294 36	\$144 00	.....	1,434 47	\$277 16
Jackson, ...	440 80	243 75	\$200 00	.....	888 55	1,053 52	\$28 00	66 55	102 46	129 23	8 68	88 06	33 49
Kewaskum, ...	214 41	210 24	.....	.....	424 65	555 75	.....	92 02	84 46	143 75	.....	.....	94 00
Polk, ...	611 20	692 37	.....	.....	1,303 57	1,576 00	.....	.....	66 87	169 17	.....	.....	.....
Richfield, ...	560 00	461 25	.....	.....	1,021 25	1,382 38	.....	.....	202 39	73 05	.....	.....	.....
Trenton, ...	401 28	187 35	.....	.....	588 63	1,185 31	.....	8 68	92 18	469 50	.....	100 00	20 71
Wayne, ...	376 32	194 15	.....	.....	570 47	714 99	.....	68 75	62 47	146 00	.....	7 00	13 00
West Bend, ...	341 76	376 24	.....	.....	718 01	1,235 35	10 00	245 55	254 35	398 50	10 00	.....	380 46
	5,821 48	5,069 79	200 00	11,083 89	14,573 11	66 70	.....	930 05	1,999 85	2,596 97	23 68	1,727 53	1,115 57
WAUKESHA—													
Vernon, ...	280 33	154 12	.....	.....	434 45	949 00	.....	117 17	225 68	434 75	.....	.....	98 04
Brookfield, ...	501 06	292 88	.....	.....	794 28	1,515 98	.....	100 99	159 82	884 63	.....	.....	94 13
Menomonee, ...	535 39	273 04	.....	.....	812 15	1,751 19	.....	52 89	100 82	613 51	.....	497 19	159 92
Oconomowoc, ...	492 16	288 75	.....	.....	780 91	702 82	78 09	.....	.....	697 95	6 25	45 00	267 73

Warren, ...	114 78	.....	.....	.....	121 13	9 00	299 47	.....	88 06	60 97
Wautoma, ...	156 80	685 00	.....	.....	500 69	160 42	233 98	.....	.....	509 25
	2,055 54	2,840 42	25 36	.....	2,023 80	1,743 41	2,492 29	.....	1,167 92	1,703 37
WINNEBAGO—										
Algoma, ...	156 16	164 87	.....	.....	38 03	154 82	303 25	.....	.....	42 00
Black Wolf, ...	156 80	79 88	.....	.....	57 08	57 30	271 94	.....	.....	57 08
Clayton, ...	237 44	324 99	.....	.....	293 04	136 12	223 66	5 00	110 00	26 00
Menasha, ...	334 20	154 70	.....	.....	1,034 25	340 85	882 70	.....	590 00	879 37
Neeah, ...	844 36	188 35	.....	.....	566 35	11 68	857 72	.....	510 00	199 19
Nekimi, ...	371 04	387 27	.....	.....	40 75	1 75	239 07	.....	.....	201 37
Nepiunakun, ...	206 06	297 70	.....	.....	111 09	159 41	469 75	2 60	.....	234 70
Oshkosh, .....	.....	.....	.....	.....	116 66	44 82	62 23	.....	100 00	25 60
Oshkosh City, ...	1,089 92	4,824 00	.....	.....	1,200 80	.....	4,824 00	.....	926 85	1,200 80
Orhula, ...	26 60	130 00	.....	.....	6 00	19 72	64 00	.....	.....	13 00
Omro, ...	519 68	275 00	.....	.....	181 07	221 77	1,666 16	9 00	1,217 00	483 97
Poygan, ...	149 12	118 00	.....	.....	37 72	78 90	166 57	.....	.....	29 48
Rushford, ...	410 88	400 67	.....	.....	1,273 87	161 73	741 97	.....	1,243 45	147 45
Union, ...	293 76	219 24	.....	.....	1,360 40	127 41	266 24	.....	.....	86 38
Vinland, ...	172 44	212 48	.....	.....	.....	52 16	218 90	.....	.....	.....
Winneconne, ...	254 08	394 28	.....	.....	86 23	130 78	120 00	.....	36 00	13 13
Winchester, ...	239 17	127 35	.....	.....	357 02	85 06	158 00	.....	.....	449 06
	4,961 71	8,298 78	.....	.....	6,670 36	1,784 28	11,591 16	16 60	4,733 30	4,089 89
WOOD—										
Centralla, ...	47 00	15 00	.....	.....	470 00	164 36	257 64	.....	575 00	95 00
Dexter, .....	.....	.....	.....	.....	30 00	.....	36 00	.....	88 50	.....
Grand Rapids, .....	.....	.....	.....	.....	482 82	147 72	.....	.....	.....	.....
Hemlock, .....	.....	.....	.....	.....	.....	72 30	51 16	.....	.....	.....
Rudolph, ...	40 32	.....	.....	.....	81 75	.....	.....	.....	.....	.....
Saratoga, ...	72 96	163 94	.....	.....	.....	.....	.....	.....	318 00	.....
	160 64	178 94	.....	.....	963 07	384 38	344 80	.....	981 50	95 00

Table No. VI.—continued.

Names of Counties and Towns.	Amount of money received from County Treasurer.	Amount of money received from Town Treasurer.	Amount of money received from other sources.	Total amount of money received.	Amount of money paid for Teachers' Wages.	Amount of money paid for Li- braries.	Amount of money expended for other purposes.	Amount of money remaining unexpended.	Amount of money raised by tax Wages.	Amount of money raised by tax and expended for District Li- braries.	Amount of money raised by tax and expended on Sch?l Houses.	Amount of money raised by tax and expended for other pur- poses.
WAUSHARA—												
Bloomfield,.....	\$50 80	\$25 55	\$25 36	\$298 71	\$164 00	.....	\$10 00	.....	\$40 00	.....	\$50 00	.....
Coloma,.....	92 83	348 43	.....	441 26	289 93	.....	70 85	206 40	.....	.....	.....	119 52
Dakota,.....	107 88	192 08	.....	299 96	503 19	.....	54 43	138 58	166 00	.....	122 93	77 60
Deerfield,.....	40 53	.....	.....	40 53	129 25	.....	.....	.....	28 25	.....	.....	.....
Hancock,.....	189 22	137 21	.....	224 43	295 58	.....	164 93	296 46	146 18	.....	.....	121 61
Leon,.....	236 15	212 89	.....	382 50	795 23	.....	.....	120 42	368 22	.....	.....	.....
Marion,.....	135 20	114 21	.....	255 11	649 28	.....	81 87	14 10	114 83	.....	22 93	21 02
Mt. Morris,.....	.....	60 00	.....	122 31	340 00	.....	26 96	8 37	84 00	.....	70 00	57 00
Oasis,.....	104 72	.....	.....	.....	.....	.....	.....	.....	176 00	.....	.....	.....
Plainfield,.....	210 19	211 00	.....	420 94	97 80	.....	289 68	272 47	.....	.....	.....	467 04
Poyajippi,.....	82 17	181 00	.....	218 17	332 90	.....	115 99	68 50	164 85	.....	110 00	4 15
Richford,.....	129 69	35 48	.....	174 83	195 69	.....	215 15	93 50	61 85	.....	180 09	63 25
Rose,.....	8 80	30 00	.....	88 80	192 00	.....	.....	6 61	2 50	.....	.....	.....
Sacramento,.....	151 25	260 24	.....	411 49	811 86	.....	81 40	213 53	380 54	.....	368 00	218 50
Saxville,.....	144 53	192 23	.....	243 96	632 10	.....	239 58	103 90	231 64	.....	146 00	30 15
Springwater,.....	102 00	205 00	.....	309 24	269 00	.....	41 43	37 12	25 00	.....	.....	16 31

Warren, ...	114 78	.....	.....	.....	114 78	362 30	.....	121 13	9 00	239 47	.....	88 06	60 97
Wautoma, ...	156 80	685 00	.....	.....	811 80	959 50	.....	500 69	160 42	233 96	.....	.....	509 25
	2,056 54	2,840 42	25 36	.....	4,805 92	7,003 60	.....	2,023 30	1,743 41	2,492 29	.....	1,167 92	1,706 37
WINNEBAGO—													
Algoma, ...	166 16	164 87	.....	.....	321 03	740 43	.....	38 09	154 82	303 25	.....	.....	42 00
Black Wolf, ...	156 80	79 88	.....	.....	236 68	556 84	.....	57 08	57 30	271 94	.....	.....	57 08
Clayton, ...	237 44	324 99	.....	.....	556 43	879 00	.....	263 04	136 12	223 68	5 00	110 00	26 00
Menasha, ...	334 20	154 70	.....	.....	488 90	1,655 35	.....	1,034 25	340 85	832 70	.....	590 00	879 37
Neeah, ...	344 86	188 35	.....	.....	539 71	1,409 00	.....	568 35	11 68	857 72	.....	510 00	199 19
Nekuni, ...	371 04	387 27	.....	.....	371 04	1,061 03	.....	40 75	1 75	239 07	.....	.....	201 37
Nepiuskun, ...	206 06	297 70	.....	.....	503 76	792 00	.....	111 09	159 41	469 75	2 60	.....	234 70
Oshkosh, .....	.....	.....	.....	.....	341 98	356 45	.....	116 66	44 82	62 23	.....	100 00	25 00
Oshkosh City, ...	1,069 92	4,824 00	.....	.....	8,041 57	3,253 00	.....	1,200 80	.....	4,824 00	.....	926 85	1,200 80
Orhula, ...	26 60	130 00	.....	.....	156 60	52 88	.....	6 00	19 72	84 00	.....	.....	13 00
Omro, ...	619 68	275 00	.....	.....	794 68	2,463 06	.....	181 07	221 77	1,666 16	9 00	1,217 00	483 97
Poygun, ...	149 12	118 00	.....	.....	267 12	342 00	.....	87 72	78 90	168 57	.....	.....	29 48
Rushford, ...	410 88	400 67	.....	.....	811 55	1,237 04	.....	1,273 57	161 73	741 97	.....	1,243 45	147 45
Utica, ...	293 76	219 24	.....	.....	613 25	1,289 90	.....	1,360 40	127 41	266 24	.....	.....	88 38
Vinland, ...	172 44	212 48	.....	.....	476 79	903 41	.....	.....	52 16	218 90	.....	.....	.....
Winneconne, ...	254 08	394 23	.....	.....	648 36	827 00	.....	86 23	130 78	120 00	.....	86 00	13 13
Winchester, ...	239 17	127 35	.....	.....	266 47	637 00	.....	357 02	85 06	158 00	.....	.....	449 06
	4,961 71	8,298 73	.....	.....	15,335 92	18,350 49	.....	6,670 36	1,784 28	11,591 16	16 60	4,733 30	4,089 89
WOOD—													
Centrella, ...	47 00	15 00	.....	.....	62 36	320 00	.....	470 00	164 36	257 84	.....	575 00	95 00
Dexter, .....	.....	.....	.....	.....	.....	36 00	.....	30 00	.....	36 00	.....	.....	.....
Grand Rapids, .....	.....	.....	.....	.....	1,062 94	474 90	.....	432 32	147 72	.....	.....	88 50	.....
Hemlock, .....	.....	.....	.....	.....	172 30	100 00	.....	.....	72 30	61 16	.....	.....	.....
Rudolph, ...	40 32	.....	.....	.....	.....	169 00	.....	31 75	.....	.....	.....	.....	.....
Saratoga, ...	72 96	163 94	.....	.....	236 90	261 00	.....	.....	.....	.....	.....	318 00	.....
	160 64	178 94	.....	.....	1,534 50	1,360 90	.....	963 07	384 88	844 80	.....	981 50	95 00

TABLE NO. VI.—RECAPITULATION.

Names of Counties.	Amount of money received from County Treasurer.	Amount of money received from Town Treasurer.	Amount of money received from other sources.	Total amount of money received.	Amount of money paid for Teachers' Wages.	Amount of money paid for Libraries.
Adams,.....	\$1,678 85	\$891 08	\$46 84	\$2,115 01	\$5,441 86	.....
Bad Ax,.....	2,044 05	1,789 85	19 24	3,857 11	5,376 73	5 00
Brown,.....	3,986 34	3,256 67	.....	6,882 87	6,380 86	114 51
Buffalo,.....	447 03	3,121 64	86 00	2,654 67	1,480 84	36 00
Calumet,.....	1,448 20	1,086 28	.....	2,138 01	3,910 53	28 83
Chippewa,.....	.....	.....	.....	.....	691 01	.....
Clark,.....	88 61	283 00	.....	370 47	614 88	.....
Columbia,.....	5,716 08	6,563 86	12,987 68	24,895 40	18,932 77	44 95
Crawford,.....	1,768 97	1,518 69	32 32	3,372 72	6,146 44	.....
Dane,.....	10,876 45	6,743 59	.....	18,966 29	30,828 83	107 76
Dodge,.....	11,083 96	8,338 67	20,090 72	.....	81,340 46	393 65
Door,.....	208 87	111 54	678 97	999 38	750 04	.....
Douglas,.....	111 36	550 00	.....	661 36	374 00	.....
Dunn,.....	316 02	522 94	237 19	2,141 50	1,768 68	.....
Eau Claire,.....	658 78	1,489 08	.....	2,127 84	1,768 73	5 00
Fond du Lac,.....	7,646 52	11,948 49	17,852 64	87,137 10	24,639 28	206 96

Table No. VI.—Recapitulation.—continued.

Names of Counties.	Amount of money expended for other purposes.	Amount of money remaining unexpended.	Amount of money raised by tax Wages.	Amount of money raised by tax District Libraries.	Amount of money raised by tax and expended on Sch'l Houses.	Amount of money raised by tax and expended for other purposes.
Adams.....	\$1,270 79	\$1,710 49	\$2,379 08	\$22 17	\$1,952 98	\$569 42
Bed Ax.....	1,889 75	1,209 36	1,849 27	12 51	1,983 01	937 03
Brown.....	1,082 54	1,807 87	3,632 04	70 00	1,485 59	591 31
Buffalo.....	768 18	348 64	1,438 35	.....	1,491 12	1,030 00
Calumet.....	1,409 58	1,123 93	2,394 02	55 00	1,417 64	717 58
Chippewa.....	125 00	.....	681 65	18 00	750 00	.....
Clark.....	8 00	29 58	293 50	20 00	150 00	85 00
Columbia.....	6,471 21	2,879 62	8,632 79	77 09	3,730 61	4,832 40
Crawford.....	5,765 80	2,438 89	2,994 04	54 60	6,480 28	1,034 82
Dane.....	6,196 98	3,895 35	15,527 83	183 03	5,767 57	3,988 25
Dodge.....	5,537 38	3,827 24	12,521 29	163 79	9,435 56	3,880 99
Door.....	405 78	477 88	1,091 00	5 00	1,566 88	882 00
Douglas.....	279 89	417 44	750 00	.....	.....	.....
Dunn.....	1,084 09	459 36	1,177 00	.....	2,860 00	252 12
Ken Claire.....	1,003 50	569 21	1,493 92	.....	768 65	720 25
Fond du Lac.....	6,123 06	6,204 06	10,015 23	203 88	3,605 91	3,871 48

Table No. VI.—Recapitulation—continued.

Names of Counties.	Amount of money received from County Treasurer.	Amount of money received from Town Treasurer.	Amount of money received from other sources.	Total amount of money received.	Amount of money paid for Teachers' Wages.	Amount of money paid for Libraries.
Waupaca,.....	2,077 56	2,843 27	.....	5,348 16	6,348 53	104 60
Waubesa,.....	2,055 54	2,840 42	25 86	4,905 92	7,008 60	.....
Winnebago,.....	4,981 71	5,288 78	.....	15,385 92	18,350 48	.....
Wood,.....	160 84	178 94	.....	1,534 50	1,360 90	.....
	\$186,027 87	\$194,545 25	\$84,318 76	\$441,058 99	\$536,860 66	\$8,278 27

Table No. VI.—Recapitulation.—continued.

Names of Counties.	Amount of money expended for other purposes.	Amount of money remaining unexpended.	Amount of money raised by tax and expended for Teachers' Wages.	Amount of money raised by tax and expended for District Libraries.	Amount of money raised by tax and expended on Sch'l Houses.	Amount of money raised by tax and expended for other purposes.
Adams,.....	\$1,270 79	\$1,710 49	\$2,879 08	\$22 17	\$1,952 98	\$569 42
Bad Ax,.....	1,889 75	1,209 36	1,849 27	12 51	1,988 01	987 03
Brown,.....	1,062 54	1,367 87	3,632 04	70 00	1,485 59	591 31
Buffalo,.....	769 18	348 64	1,488 35	.....	1,491 12	1,080 00
Calumet, ..	1,409 58	1,123 93	2,394 02	.....	1,417 64	717 56
Chippewa,.....	125 00	.....	681 65	55 00	750 00	.....
Clark,.....	8 00	29 58	232 50	18 00	150 00	85 00
Columbia,.....	6,471 21	2,379 62	8,622 79	77 09	8,780 61	4,832 40
Crawford,.....	5,765 80	2,436 89	2,994 04	54 00	6,480 28	1,054 82
Dane,.....	6,196 98	3,895 35	15,527 33	133 03	5,767 57	3,988 25
Dodge,.....	5,537 38	3,827 24	12,521 29	168 79	9,485 56	3,880 99
Door,.....	4,057 78	477 88	1,091 00	6 00	1,568 88	982 00
Douglas,.....	279 39	417 44	750 00	.....	.....	.....
Dunn,.....	1,084 09	459 36	1,177 00	.....	2,860 00	252 12
Earl Claire,.....	1,003 50	568 21	1,498 92	.....	768 65	720 25
Fond du Lac,.....	6,128 06	6,264 06	10,015 23	202 38	3,806 91	3,871 48

Table No. VI.—Recapitulation.—continued.

Names of Counties.	Amount of money expended for other purposes	Amount of money remaining unexpended.	Amount of money raised by tax Wages.	Amount of money raised by tax and expended for District Libraries.	Amount of money raised by tax and expended on School Houses.	Amount of money raised by tax and expended for other purposes.
Grant, ...	\$3,428 50	\$2,439 73	\$7,817 51	\$30 00	\$5,558 24	\$1,042 64
Green, ...	5,788 48	1,506 57	6,487 14	16 00	6,337 05	2,646 19
Green Lake, ...	2,600 55	2,008 91	5,100 14	14 14	1,043 50	1,203 08
Iowa, ..	2,582 24	3,514 52	6,179 21	13 00	1,482 13	1,373 09
Jackson, ...	849 55	1,238 75	1,447 49	25 00	615 87	837 52
Jefferson, ...	3,857 81	3,943 01	5,992 38	120 49	8,691 52	8,090 22
Juneau, ...	2,290 94	3,125 05	3,873 74	25 00	2,179 00	1,073 60
Keweenaw, ...	648 56	532 23	1,455 00	.....	2,392 20	68 00
Kenosha, ...	6,249 10	3,398 32	2,422 59	.....	1,467 00	2,476 09
La Crosse, ...	457 88	.....	8,844 25	40 00	7,858 46	2,169 97
La Fayette, ...	3,858 44	1,568 99	3,801 93	25 40	3,742 68	1,573 93
La Pointe, ...	73 00	.....	400 00	.....	150 00	600 00
Manitowoc, ...	185 92	209 68	6,464 81	25 00	2,875 77	1,635 49
Marathon, ...	33 00	253 13	150 00	.....	785 42	232 08
Marquette, ...	1,065 98	722 98	2,430 12	7 00	442 06	582 83
Millwaukee, ...	10,080 82	541 73	2,879 86	62 00	2,670 31	1,089 95

Monroe, ...	2,181 66	2,360 89	8,291 76	.....	5,061 50	364 76
Oconto, ...	887 35	1,131 42	1,832 40	.....	8,745 21	114 25
Outagamie, ...	2,649 35	2,837 76	4,520 38	49 43	1,737 00	1,269 18
Ozaukee, ...	1,978 17	662 11	1,073 01	31 67	1,313 43	899 78
Pepin, ...	12 00	.....	636 86	50 00	1,763 22	53 00
Pierce, ...	1,037 17	468 47	2,271 60	25 00	673 95	788 82
Polk, ...	105 38	227 11	385 00	.....	1,745 00	112 43
Portage, ...	946 74	445 62	3,412 77	20 00	2,081 09	762 93
Racine, ...	5,142 45	1,766 66	3,293 02	16 69	3,081 87	1,586 04
Richland, ...	3,878 94	2,364 46	3,342 11	145 00	2,460 55	1,191 47
Rock, ...	8,622 06	3,355 76	14,306 06	18 81	2,719 93	5,878 87
St. Croix, ...	2,281 60	871 11	2,922 82	39 17	1,174 10	689 81
Sauk, ...	4,782 31	5,809 58	7,801 87	106 00	4,304 35	2,893 23
Shawano, ...	234 20	302 00	370 00	30 00	600 00	56 20
Sheboygan, ...	3,659 74	2,621 89	5,777 21	80 85	1,071 28	2,254 81
Trempealeau, ...	754 69	865 70	1,244 00	108 68	1,370 00	276 00
Walworth, ...	7,632 47	2,697 55	10,316 61	29 69	3,642 75	4,814 87
Washington, ...	930 05	1,999 85	2,596 97	23 68	1,727 53	1,115 57
Waukegan, ...	6,025 66	1,796 08	11,225 49	12 88	5,405 26	8,439 75
Waupaca, ...	1,475 08	2,078 72	4,618 76	45 00	1,208 54	1,291 17
Waushara, ...	2,023 30	1,743 43	2,492 29	.....	1,167 92	1,706 87
Winnebago, ...	6,670 38	1,784 28	11,691 16	16 60	4,783 30	4,039 89
Wood, ...	963 07	384 38	344 80	.....	981 50	95 00
	\$147,175 54	\$88,688 85	\$227,672 61	\$2,089 52	\$144,328 79	\$80,220 50

TABLE NO. 7.

TABLE No. VII.

Names of Counties and Towns.	Total valuation of Sch'l Houses.	Highest valuation of any School House.	Lowest valuation of any School House.	No. of School House Sites containing less than one acre.	No. of School House Sites uninclosed.	No. Schools without Blackboard.	No. of Schools without Outline Maps.	No. of District Libraries.	No. of Joint Libraries.	No. Volumes in all the Libraries.	No. of Volumes loaned during the year.	Amount Library fines collected.	Amount Library fines expended.	Amount of Library fines remaining unexpended.	No. of select and priv. Schools other than incorp'd Academies.	Average No. Pupils attending such Schools during the year.
ADAMS—																
Adams,.....	\$601 68	\$300 00	\$16 68	3	4	8	5	...	...	...	...	...	...	...	...	...
Baron,.....	100 00	100 00	100 00	1	1	4	...	...	...	...	...	...	...	...	...	...
Brownville,.....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Chester,.....	675 00	400 00	50 00	4	4	6	7	...	...	...	...	...	...	...	...	...
Dell Prairie,....	1,006 00	350 00	50 00	5	6	1	6	...	...	...	...	...	...	...	...	...
Easton,.....	175 00	100 00	25 00	3	4	2	4	...	...	...	...	...	...	...	...	...
Grand Marsh,....	1,068 00	400 00	100 00	4	4	...	5	...	1	25	25	\$0 10	...	80 10	...	...
Jackson,.....	910 00	250 00	85 00	...	...	...	...	...	...	...	...	...	...	...	...	...
Leola,.....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Monroe,.....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Newark Valley,...	20 00	...	...	1	1	1	1	...	...	...	...	...	...	...	...	...
New Haven,....	1,120 00	400 00	200 00	5	5	2	5	1	...	15	20	50	...	50	...	...
Preston,.....	390 00	250 00	25 00	6	6	5	6	...	...	...	...	...	...	...	...	...
Quincy, ...	900 00	350 00	100 00	1	2	...	5	...	...	...	...	...	...	...	...	...
Rome,.....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Richfield,.....	475 00	300 00	25 00	2	4	2	4	...	1	21	...	...	...	...	...	...

[illegible]

Table No. VII.—continued.

Names of Counties and Towns.	Total Valuation of Sch'l Houses.	Highest valuation of any School House.	Lowest valuation of any School House.	No. of School House Sites containing less than one acre.	No. of School House Sites unclosed.	No. of Sch'l's without Blackboard.	No. of Schools without Outline Maps.	No. of District Libraries.	No. of Joint Districts.	No. Volumes in all the Libraries.	No. of Volumes loaned during the year.	Amount Library fines collected.	Amount Library fines expended.	Amount of Library fines remaining unexpended.	No. of Select and Private Sch'l's other than incorp'd Academies.	Average No. Pupils attending such Schools during the year.
<i>Browns—continued</i>																
Green Bay City,...	\$3,400 00	3,400 00	3,400 00	3	3	3	3	1	1	12	6	...	...	...	3	51
Glennore,.....	170 00	80 00	40 00	1	4	...	4	2	...	172	567	...	...	...	...	...
Howard,.....	715 00	125 00	90 00	1	1	4	...	1	...	90	440	...	...	...	...	...
Howard, Ft. Bor.,	400 00	...	...	3	4	2	5	2	...	147	...	...	...	...	...	...
Holland,.....	510 00	200 00	50 00	3	3	2	4	2	...	167	15	...	...	...	...	...
Lawrence,.....	340 00	150 00	75 00	3	3	2	5	2	...	42	35	...	\$0 20	\$0 15	...	...
New Denmark,...	450 00	164 00	136 00	1	2	2	2	2	...	...	...	...	...	...	...	...
Morrison,.....	170 00	100 00	70 00	...	...	2	...	...	...	...	...	...	...	...	...	...
Preble,.....	300 00	150 00	150 00	2	1	4	...	1	...	...	...	...	...	...	...	...
Pittsfield,.....	428 00	100 00	30 00	3	5	...	5	...	...	...	...	...	...	...	...	...
Rockland,.....	450 00	280 00	200 00	...	...	...	...	...	...	...	...	...	...	...	...	...
Summit,.....	700 00	350 00	100 00	...	...	...	...	...	...	...	...	...	...	...	...	...
Wrightstown,...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	18,042 00	4,000 00	30 00	27	28	20	37	00	1	620	1,003	...	35	0 15	3	51

Table No. VII.—continued.

Names of Counties and Towns.	Total valuation of School Houses.	Highest valuation of any School House.	Lowest valuation of any School House.	No. of School House Sites containing less than one acre.	No. of School House Sites unclosed.	No. of Schools without Outline Maps.	No. of District Libraries.	No. of Joint Libraries.	No. Volumes in all the Libraries.	No. of Volumes loaned during the year.	Amount Library fines collected.	Amount Library fines expended.	Amount of Library fines remaining unexpended.	No. of select and private Schools other than incorporated Academies.	Average No. Pupils attending such Schools during the year.
COLUMBIA—continued.															
West Point,.....	\$1,520 00	\$400 00	\$50 00	8	8	8	8	1	24	266	.....	.....	.....	.....	.....
Wyocena,.....	2,710 00	1,500 00	10 00	8	8	8	7	1	286	266	.....	.....	.....	.....	.....
	29,292 43	1,500 00	5 00	107	131	113	52	2	1,304	2,069	.....	.....	.....	2	.....
DANE—															
Albion,.....	2,306 00	500 00	10 00	7	7	7	7	2	201	81	.....	.....	.....	.....	.....
Berry,.....	520 00	180 00	40 00	4	3	1	5	.....	.....	.....	.....	.....	.....	.....	.....
Black Earth,....	2,000 00	1,500 00	100 00	5	5	5	1	.....	15	.....	.....	.....	.....	1	84
Blooming Grove,...	1,070 00	500 00	20 00	6	3	2	6	.....	.....	.....	.....	.....	.....	.....	.....
Blue Mounds,....	875 00	275 00	75 00	4	5	2	.....	.....	.....	.....	.....	.....	.....	.....	.....
Bristol,.....	1,895 00	600 00	25 00	7	2	3	7	.....	.....	.....	.....	.....	.....	2	.....
Burke,.....	2,560 00	1,000 00	30 00	6	7	1	4	.....	121	141	.....	.....	.....	.....	.....
Christiana,.....	1,950 00	600 00	50 00	8	7	6	8	.....	76	20	.....	.....	.....	.....	.....
Cottage Grove,...	2,285 00	400 00	60 00	10	9	10	6	2	97	78	.....	.....	.....	.....	.....

Table No. VII.—continued.

Names of Counties and Towns.	Total valuation of Sch'l Houses.	Highest valuation of any School House.	Lowest valuation of any School House.	No. of School House Sites containing less than one acre.	No. of School House Sites unclosed.	No. of Schools without Blackboard.	No. of Schools without Outline Maps.	No. of District Libraries.	No. of Joint Libraries.	No. Volumes in all the Libraries.	No. of Volumes loaned during the year.	Amount Library fines collected.	Amount Library fines expended.	Amount of Library fines remaining unexpended.	No. of select and private Schools other than incorp'd Academies.	Average No. Pupils attending such Schools during the year.
<i>Dodge—continued.</i>																
Calamus,.....	\$1,490 00	\$410 00	\$50 00	9	8	1	8	4	..	86	196	...	...	...	...	...
Chester,.....	4,860 00	2,500 00	200 00	5	6	..	6	5	..	113	80	...	...	...	...	...
Clyman,.....	2,180 00	900 00	30 00	9	7	..	9	10	..	451	1,053	...	...	...	...	...
Elba,.....	2,305 00	500 00	25 00	9	8	4	9	1	..	20	20	...	...	...	...	...
Emmet,.....	1,150 00	300 00	50 00	7	5	1	8	..	...	...	...	...	...	...	...	...
Fox Lake,.....	5,679 00	3,000 00	40 00	9	9	1	7	..	6	253	...	...	...	...	2	150
Herman,.....	1,003 00	250 00	3 00	11	11	..	11	8	2	300	70	...	...	...	2	40
Hubbard,.....	9,090 00	7,000 00	50 00	7	7	..	8	7	..	117	61	...	...	...	...	...
Huntisford,.....	1,695 00	300 00	150 00	7	6	1	6	3	..	392	884	...	...	...	1	22
Le Roy,.....	1,460 00	400 00	10 00	5	7	1	6	8	..	51	213	...	...	...	...	...
Lomira,.....	2,325 00	600 00	30 00	11	11	2	9	2	..	6	...	...	...	...	...	...
Lowell,.....	2,588 00	410 00	50 00	...	...	..	...	..	...	...	...	...	...	...	...	...
Lebanon,.....	700 00	400 00	16 00	5	5	2	5	7	..	251	177	...	...	...	4	300
Oak Grove,.....	2,710 00	900 00	35 00	8	8	3	8	8	..	100	...	...	...	...	...	...
Portland,.....	1,830 00	600 00	10 00	5	4	1	5	7	..	136	402	...	...	...	...	...
Rubicon,.....	1,880 00	650 00	25 00	12	13	12	3	4	4	92	180	...	...	...	...	...

Table No. VII.—continued.

Names of Counties and Towns.	Total valuation of Sch'l Houses.	Highest valuation of any School House.	Lowest valuation of any School House.	No. of School House Sites containing less than one acre.	No. of School House Sites uninclosed.	No. Schools without Blackboard.	No. of Schools without Outline Maps.	No. of District Libraries.	No. of Joint Libraries.	No. Volumes in all the Libraries.	No. of Volumes loaned during the year.	Amount Library fines collected.	Amount Library fines expended.	Amount of Library fines remaining unexpended.	No. of select and private Schools other than incorp'd Academies.	Average No. Pupils attending such Schools during the year.
Dunn—continued.																
Spring Brook,....	\$870 00	\$550 00	\$20 00	4	5	2	5	...	...	...	...	...	...	...	...	...
Dunn,.....	89 00	.....	.....	4	4	...	...	...	...	...	...	...	...	...	...	...
	2,488 00	550 00	20 00	17	18	8	18	...	...	...	...	...	...	...	1	...
EAU CLAIRE—																
Brunswick,.....	175 00	100 00	25 00	4	4	4	4	...	...	...	...	...	...	...	...	...
Bridge Creek,....	670 70	370 70	30 00	3	3	1	3	...	...	...	...	...	...	...	...	...
Pleasant Valley, ..	59 75	34 75	25 00	2	1	2	2	...	...	...	...	...	...	...	...	...
Half Moon,.....	1,880 00	1,500 00	30 00	4	4	3	4	1	...	10	...	...	...	...	...	...
Eau Claire,.....	1,000 00	500 00	50 00	8	8	2	8	...	...	...	...	...	...	...	1	20
North Eau Claire,	.....	.....	.....	.....	.....	...	...	...	...	...	...	...	...	...	...	...
	3,785 45	1,500 00	25 00	21	20	12	21	1	...	10	...	...	...	...	1	20

FOND DU LAC—													
Fond du Lac, city,	5,000 00	200 00	5 00	2	8	1	8	1	1	410	1,779		6
Auburn, ...	345 00	450 00	5 00	9	10	1	10	7	5	56	61		190
Ashtford, ...	1,928 00	350 00	1 00	9	8	5	8	4	2	76	90		
Alto, ...	2,600 00	400 00	25 00	10	9	5	11	9	4	68	39		
Byron, ...	975 00	325 00	50 00	5	3	3	9	2	9	244	198	\$0 25	
Calumet, ...	1,850 00	600 00	100 00	5	4	4	3	3	2	10	92		
Empire, ...	1,140 00	450 00	25 00	9	5	1	9	5	4	227	251		
El Dorado, ...	535 00	200 00	20 00	9	5	1	9	5	5	184	188	68	
Eden, ...	950 00	400 00	25 00	6	6	2	5	2	3	107	180		
Forest, ...	1,275 00	400 00	25 00	7	7	6	7	7	2	211	59		
Friendship, ...	4,358 00	500 00	50 00	9	9	3	9	9	7	59	37		
Fond du Lac, ...	3,850 00	550 00	50 00	11	10	11	11	2	2	1	102		
Lamarine, ...	1,155 00	300 00	50 00	6	4	4	7	8	5	139	119		20
Metomen, ...	130 00	80 00	50 00	8	8	4	2	2	2	26	25		50
Oakfield, ...	2,175 00	500 00	175 00	7	8	1	2	2	2	139	280	38	1
Osoola, ...	2,330 00	500 00	100 00	8	8	8	9	1	3	167	466	40	
Marshfield, ...	1,285 00	400 00	15 00	5	1	1	4	4	4	72			
Rosendale, ...	1,850 00	310 00	150 00	6	7	7	6	8	3	89	69		
Springvale, ...	2,773 70	683 00	50 00	8	6	1	6	6	6				
Taycheedah, ...	2,150 00	2,000 00	150 00	2	1	1	1	1	1				
Waupun, ...													
Ripon, ...													
Ripon, city, ...													
	38,134 70	2,000 00	1 00	155	130	15	139	71	17	2,436	4,026	2 09	38
													1 45
													12
													360
GRANT—													
Beetown, ...	1,500 00	400 00	50 00	4	9	2	7	1	1	38	3		
Blue River, ...	400 00	200 00	50 00										
Clifton, ...	1,925 00	475 00	250 00	6	5	3	7						
Cassville, ...	1,465 00	350 00	25 00	5	5	1	6			54	92	21 64	43
Ellenboro, ...	615 00	300 00	5 00	6	5	5							3
Fennimore, ...	2,235 00	600 00	35 00	9	13	7	13	1		24	12		60

Table No. VII.—continued.

Names of Counties and Towns.	Total valuation of Sch'l Houses.	Highest valuation of any School House.	Lowest valuation of any School House.	No. of School House Sites containing less than one acre.	No. of School House Sites unclosed.	No. Schools without Blackboard.	No. of Schools without Outline Maps.	No. of District Libraries.	No. of Joint Libraries.	No. Volumes in all the Libraries.	No. of Volumes loaned during the year.	Amount Library fines collected.	Amount Library fines expended.	Amount of Library fines remaining unexpended.	No. of select and priv. Schools other than incorp'd Academies.	Average No. of Pupils attending such Schools during the year.
MANITOWOC—con.																
Edon.....	\$450 00	\$150 00	\$50 00	5	5	3	5	...	...	...	...	...	...	...	...	...
Franklin.....	729 50	150 00	100 00	6	3	4	6	...	...	...	...	...	...	...	...	...
Gibson.....	715 00	300 00	50 00	5	4	2	6	...	...	...	...	...	...	...	...	...
Kosuth.....	680 00	300 00	30 00	4	5	...	5	...	...	163	1,019	...	...	...	...	...
Manitowoc.....	3,187 50	2,000 00	387 50	3	2	...	...	2	...	165	240	...	...	...	2	100
Manitowoc Rapids	1,315 00	500 00	100 00	6	6	...	4	...	...	...	...	...	...	...	...	...
Maple Grove, ...	530 00	250 00	50 00	4	4	4	...	...	...	...	...	...	...	...	...	...
Meene, ...	490 00	150 00	60 00	5	5	2	5	...	...	...	...	...	...	...	...	...
Mishicot, ...	722 00	250 00	50 00	...	6	1	6	...	...	...	...	...	...	...	...	...
Newton, ...	460 00	160 00	50 00	4	6	...	3	1	...	28	...	...	...	...	...	...
Rockland, ...	561 00	150 00	61 00	5	3	3	5	3	...	48	...	...	...	...	...	...
Schleswig, ...	500 00	250 00	90 00	4	3	3	4	1	...	7	...	...	...	...	...	...
Two Rivers, ...	1,834 90	1,000 00	60 90	3	5	...	6	2	...	187	...	...	...	...	...	...
	15,254 90	2,000 00	50 00	75	81	37	75	18	...	675	1,259	...	...	...	2	100

Table No. VII.—continued.

Names of Counties and Towns.	Total valuation of Sch'l Houses.	Highest valuation of any School House.	Lowest valuation of any School House.	No. of School House Sites containing less than one acre.	No. of School House Sites unclosed.	No. Schools without Blackboard.	No. of Schools without Outline Maps.	No. of District Libraries.	No. of Joint Libraries.	No. Volumes in all the Libraries.	No. of Volumes loaned during the year.	Amount Library fines collected.	Amount Library fines expended.	Amount of Library fines remaining unexpended.	No. of select and private Schools other than incorpor'd Academies.	Average No. Pupils attending such Schools during the year.
OUTAGAMIE—con.																
Freedom,.....	\$411 00	\$111 00	\$100 00	3	3	2	8	...	...	...	...	...	...	...	...	...
Grand Chute,...	640 00	300 00	10 00	8	8	2	8	2	...	66	80	...	...	...	...	...
Greenville,.....	1,741 00	600 00	25 00	8	7	2	8	...	...	...	...	...	...	...	...	...
Hortonville,.....	625 00	250 00	75 00	4	4	2	4	...	...	...	...	...	...	...	...	...
Kankana,.....	961 00	300 00	100 00	2	4	1	5	3	...	92	25	...	...	...	...	...
Liberty,.....	800 00	500 00	300 00	2	1	1	1	...	...	...	...	...	...	...	...	...
Osborn,.....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	9,296 00	600 00	10 00	54	46	21	52	7	...	226	156	...	...	...	2	50
OZAUKEE—																
Belgium,.....	746 00	200 00	20 00	...	7	...	5	8	...	237	...	...	...	...	...	...
Cedarburg,.....	4,624 00	3,000 00	25 00	8	4	5	6	4	...	103	...	...	...	...	...	...
Fredonia,.....	1,002 00	150 00	42 00	9	9	5	9	2	...	77	42	...	...	...	1	43
Grafton,.....	2,320 00	1,500 00	50 00	7	6	...	4	5	...	60	59	...	...	...	1	40

Table No. VII.—continued.

Names of Counties and Towns.	Total valuation of Sch'l Houses.	Highest valuation of any School House.	Lowest valuation of any School House.	No. of School House Sites containing less than one acre.	No. of School House Sites unclosed.	No. Schools without Blackboard.	No. of Schools without Outline Maps.	No. of District Libraries.	No. of Joint Libraries.	No. Volumes in all the Libraries.	No. of Volumes loaned during the year.	Amount Library fines expended.	Amount of Library fines remaining unexpended.	No. of select and private Schools other than incorp'd academies.	Average No. Pupils attending such Schools during the year.
POLK—															
Alden, ...	\$800 00	\$800 00	\$800 00	1	1	2	2	1	1	1	1	1	1	1	1
Farmington, .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Oscalo, .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
St. Croix Falls, .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Sterling, .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	800 00	800 00	800 00	1	1	2	5	1	1	1	1	1	1	1	1
PORTAGE—															
Amherst, ...	275 60	50 00	5 00	4	5	4	5	1	1	1	1	1	1	1	1
Almond, ...	450 00	250 00	25 00	5	5	5	5	1	1	1	1	1	1	1	1
Belmont, ...	405 70	150 00	25 00	5	5	5	5	1	1	1	1	1	1	1	1
Buena Vista, ...	1,145 00	470 00	50 00	2	5	5	5	1	1	1	1	1	1	1	1
Lanark, ...	178 00	1,300 00	20 00	5	5	5	5	1	1	1	1	1	1	1	1
Linwood, ...	122 50	70 00	52 50	.....	1	2	2	1	1	1	1	1	1	1	1
New Hope, ...	375 00	200 00	75 00	3	3	3	3	1	1	1	1	1	1	1	1

Table No. VII.—continued.

Names of Counties and Towns.	Total valuation of School Houses.	Highest valuation of any School House.	Lowest valuation of any School House.	No. of School House sites containing less than one acre.	No. of School House sites uninclosed.	No. of Schools without Blackboard.	No. of Schools without Outline Maps.	No. of District Libraries.	No. of Joint Libraries.	No. of volumes in all the Libraries.	No. of volumes loaned during the year.	Amount Library fines collected.	Amount Library fines expended.	Amount of Library fines remaining unexpended.	No. of select and private Schools other than incorp'd Academies.	Average No. Pupils attending such Schools during the year.
RICHLAND—continued.																
Richmond, ...	1,013 60	400 00	50 00	8	8	5	5	1	1	11	4	...	...	...	...	...
Richwood, ...	280 25	200 00	25 00	6	8	8	8	...	...	...	...	...	...	...	...	...
Rockbridge, ...	2,325 00	2,000 00	50 00	7	8	4	8	...	...	...	...	...	...	...	...	...
Richland, ...	400 00	100 00	50 00	7	7	3	7	...	...	...	...	...	...	...	...	...
Sylvan, ...	980 00	300 00	75 00	6	7	5	7	1	...	14	14	...	...	...	...	...
Willow, ...	958 85	400 00	40 00	6	6	7	7	...	...	...	...	...	...	...	...	...
Westford, ...	14,144 19	2,000 00	10 00	102	108	85	111	8	2	181	332	\$0 20	\$0 20	\$7 79	...	...
ROCK—																
Avon, ...	1,960 00	300 00	5 00	9	9	4	9	11	4	162	...	...	...	...	2	40
Beloit, ...	1,400 00	250 00	25 00	7	6	...	6	1	2	224	...	...	...	...	...	...
Beloit City, ...	18,000 00	14,000 00	4,000 00	1	1	...	...	2	...	202	...	...	...	...	2	40

[illegible]

ST. CROIX--

[illegible]

Table No. VII.—continued.

Names of Counties and Towns.	Total valuation of Sch'l Houses.	Highest valuation of any School House.	Lowest valuation of any School House.	No. of School House Sites containing less than one acre.	No. of School House Sites uninclosed.	No. Schools without Blackboard.	No. of Schools without Outline Maps.	No. of District Libraries.	No. of Joint Libraries.	No. Volumes in all the Libraries.	No. of Volumes loaned during the year.	Amount Library fines collected.	Amount Library fines expended.	Amount of Library fines remaining unexpended.	No. of select and private Schools other than incorp'd Academies.	Average No. Pupils attending such Schools during the year.
St. Croix—continued.																
Hudson,.....	\$750 00	\$250 00	\$200 00	3	3	2	3	..	..	..	..	..	..	..	..	..
Troy,.....	885 00	15 00	3	3	3	3	3	..	..	..	..	..	..	..	..	..
Star Prairie,....	650 00	350 00	100 00	3	3	3	4	..	..	..	..	..	..	..	..	..
Pleasant Valley,.	6,036 80	500 00	15 00	23	19	12	27	..	..	..	..	..	..	..	2	45
SAUK—																
Spring Green,....	1,169 00	1,000 00	14 00	7	7	5	7	3	..	112	183	\$15 00	\$5 00	\$10 00	..	..
Troy,.....	1,830 00	500 00	50 00	6	6	2	6	3	2	133	353	1 93	..	..	..	..
Prairie du Sac,...	4,725 00	2,500 00	50 00	9	7	1	8	3	1	424	824	1 93	..	1 93	4	125
Bear Creek,.....	625 00	300 00	50 00	8	8	4	8	1	..	11	6	..	..	..	..	..
Franklin,.....	330 55	155 55	25 00	4	4	4	4	..	..	9	7	..	10	..	..	..
Honey Creek,....	1,204 38	350 00	50 00	7	9	2	7	2	8	109	191	18	18	..	..	..
Kington,.....	2,450 00	600 00	50 00	5	7	2	9	5	8	181	44	36	..	36	..	..
Merrimac,.....	1,030 00	450 00	10 00	5	6	..	6	5	1	177	163	25	..	25	..	..

Table No. VII.—continued.

Names of Counties and Towns.	Total valuation of Sch'l Houses.	Highest valuation of any School House.	Lowest valuation of any School House.	No. of School House Sites containing less than one acre.	No. of School House Sites unclosed.	No. Schools without Blackboard	No. of Schools without Outline Maps.	No. of District Libraries.	No. of Joint Libraries.	No. Volumes in all the Libraries.	No. of Volumes loaned during the year.	Amount Library fines expended.	Amount of Library fines remaining unexpended.	No. of select and priv. Schools other than incorp'd Academies.	Average No. of Pupils attending such Schools during the year.
WASHINGTON—con.															
Hartford,.....	\$3,245 00	1,500 00	\$20 00	7	8	1	8	10	..	374	207	.....	.....	.....	.....
Jackson,.....	650 00	100 00	50 00	12	12	1	12	7	..	238	62	.....	.....	.....	.....
Kewaskum,.....	603 00	300 00	8 00	6	4	..	6	..	..	53	.....	.....	.....	.....	.....
Polk,.....	912 00	250 00	2 50	10	10	..	9	..	..	27	.....	.....	.....	.....	.....
Richfield,.....	500 00	120 00	15 00	12	10	1	10	..	..	44	.....	.....	.....	.....	.....
Trenton,.....	2,200 00	350 00	20 00	12	6	..	.....	4	5	12	9	.....	.....	.....	.....
Wayne,.....	265 00	60 00	30 00	8	8	3	8	..	..	15	.....	.....	.....	.....	.....
West Bend,.....	1,075 00	350 00	10 00	8	8	1	6	2	..	24	.....	.....	.....	.....	.....
	15,630 00	1,500 00	2 50	110	103	12	92	43	5	1,208	779	.....	.....	.....	.....
WAUKESHA—															
Vernon,.....	1,510 00	350 00	10 00	7	7	..	8	.....	.....	.....	.....	.....	.....	2	50
Brookfield,.....	1,975 00	500 00	50 00	12	.....	..	7	4	..	61	85	.....	.....	.....	.....
Menomonee,.....	2,920 00	700 00	20 00	12	11	..	10	6	..	122	24	.....	.....	.....	.....
Oconomowoc,.....	5,185 00	2,500 00	10 00	8	3	..	4	5	7	655	2,414	.....	.....	4	83

TABLE NO. VII.—RECAPITULATION.

Names of Counties.	Total valuation of Sch'l Houses.	Highest valuation of any School House.	Lowest valuation of any School House.	No. of School House sites containing less than one acre.	No. of School House sites unclosed.	No. Schools without Blackboard.	No. of Schools without Outline Maps.	No. of District Libraries.	No. of Joint Libraries.	No. of volumes in all the Libraries.	No. of volumes loaned during the year.	Amount Library fines collected.	Amount Library fines expended.	Amount of Library fines remaining unexpended.	No. of select and private Schools other than incorp'd Academies.	Average No. Pupils attending such Schools during the year.
Adams, . . .	\$8,653 68	\$400 00	\$10 00	50	56	26	62	2	2	87	71	\$0 60	.....	\$0 60	.....	..
Bad Ax, . . .	8,775 23	1,000 00	10 00	70	74	55	78	1	1	16	.....	.....	.....	.....	3	42
Brown, . . .	13,042 00	4,000 00	30 00	27	28	20	37	12	1	620	1,063	.....	0 85	0 15	3	51
Buffalo, . . .	6,062 00	500 00	60 00	13	16	16	20	.....	.....	.....	.....	.....	.....	.....	.....	.....
Calumet, . . .	4,926 00	500 00	2 00	46	39	23	42	9	1	373	487	.....	.....	.....	3	30
Chippewa, . . .	2,725 00	.....	.....	7	8	8	10	.....	.....	.....	.....	.....	.....	.....	.....	.....
Clark, . . .	735 00	300 00	15 00	3	3	4	7	.....	.....	.....	.....	.....	.....	.....	.....	.....
Columbia, . . .	29,392 43	1,500 00	5 00	107	131	19	113	52	2	1,804	2,069	.....	.....	.....	.....	.....
Crawford, . . .	13,062 79	4,323 00	20 00	55	72	60	72	3	.....	16	.....	.....	.....	.....	1	30
Dane, . . .	64,252 70	5,000 00	5 00	194	185	47	201	69	18	2,015	1,459	0 50	.....	0 50	16	392
Dodge, . . .	67,936 00	7,000 00	3 00	183	161	39	157	106	13	8,906	5,793	.....	.....	.....	11	577
Door, . . .	250 50	20 50	3 00	4	5	6	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Douglas, . . .	1,300 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Dunn, . . .	2,488 00	550 00	20 00	17	18	8	18	.....	.....	.....	.....	.....	.....	.....	1	..
Ken Claire, . . .	3,785 45	1,500 00	25 00	21	20	12	21	1	.....	10	.....	.....	.....	.....	1	20
Pond du Lac, . . .	38,151 50	2,000 00	1 00	155	130	15	139	71	17	2,436	4,026	2 09	0 88	1 45	12	460

Grant,.....	44,886 00	5,000 00	5 00	97 114	37	115	11	....	493	522	21 64	....	0 43	14	825
Green,.....	31,646 47	1,600 00	40	108 128	80	100	21	4	1,192	599	....	....	....	1	75
Green Lake, ..	17,464 83	1,000 00	25 00	60 74	12	66	40	6	1,460	1,025	0 80	0 15	0 75	5	101
Iowa, ...	25,702 97	2,000 00	10 00	68 78	0	70	23	1	807	385	....	....	....	7	115
Jackson,.....	6,349 00	1,500 00	25 00	24 24	17	24	....	....	....	....	....	....	....	1	30
Jefferson,.....	35,851 30	4,540 00	50	124 118	17	83	53	15	1,276	1,019	0 35	....	0 87	5	170
Juneau,.....	12,216 00	2,000 00	10 00	71 79	86	78	4	1	84	18	....	....	....	....	....
Keweenaw,...	2,998 00	650 00	30 00	12 16	21	23	....	....	....	....	....	....	....	....	....
Kenosha,.....	35,600 00	12,000 00	5 00	62 34	....	44	36	....	1,786	4,985	0 10	....	....	....	....
La Crosse,...	33,147 00	10,000 00	500 00	24 16	1	3	2	....	265	668	0 75	0 20	0 55	2	50
La Fayette,...	25,310 60	1,400 00	5 00	68 81	36	90	15	1	1,948	584	0 85	....	0 30	7	179
La Pointe*,...	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Manitowoc,...	15,284 90	2,000 00	50 00	75 81	37	75	18	....	675	1,259	....	....	....	2	100
Marathon,...	485 42	....	....	5 4	2	8	....	....	....	....	....	....	....	1	8
Marquette,...	7,628 42	400 00	5 00	56 51	26	67	18	7	543	490	....	....	....	7	66
Milwaukee,...	101,243 00	20,000 00	20 00	74 47	5	36	47	4	1,889	699	28 13	10 37	16 06	35	1907
Monroe,.....	9,415 74	400 00	100 00	52 52	33	55	....	....	....	....	....	....	....	2	19
Oconto,.....	3,860 00	1,600 00	300 00	6 8	6	14	....	....	....	....	....	....	....	....	....
Outagamie,...	9,298 00	600 00	10 00	54 46	21	52	7	....	226	156	....	....	....	2	50
Ozaukee,.....	15,777 00	4,000 00	10 00	51 54	14	45	36	4	1,580	1,077	0 60	0 25	0 35	6	108
Pepin,.....	1,767 00	450 00	50 00	11 8	4	11	....	....	....	....	....	....	....	....	....
Pierce,.....	5,445 00	450 00	75 00	18 19	14	24	....	....	....	....	....	....	....	3	32
Polk,.....	800 00	800 00	800 00	1 1	2	5	....	....	....	....	....	....	....	....	....
Portage,.....	12,779 20	3,500 00	5 00	43 57	25	61	....	....	....	....	....	....	....	....	....
Racine,.....	54,815 00	6,000 00	25 00	75 43	1	60	69	8	3,638	8,045	1 25	1 25	0 68	5	463
Richland,.....	14,144 19	2,000 00	10 00	102 103	85	111	8	2	181	332	0 20	0 20	7 79	....	....
Rock,.....	182,371 00	14,000 00	5 00	168 143	7	131	99	31	943	2,491	....	....	....	11	430
St. Croix,...	6,036 80	500 00	15 00	23 19	12	27	....	....	....	....	....	....	....	2	45
Sauk,.....	35,470 91	2,500 00	10 00	139 58	58	153	30	10	1,456	2,675	18 47	5 28	13 29	9	365
Shawano,.....	1,003 00	500 00	62 00	2 4	3	4	1	1	80	80	....	....	....	....	....
Sheboygan,...	27,114 25	8,000 00	70 25	111 102	17	96	38	1	1,282	864	0 10	....	0 10	3	280
Trempealeau, ..	3,160 00	500 00	40 00	15 16	9	19	3	2	244	704	0 90	....	0 90	1	9

*No Report.

†Town of Scott

Table No. VII.—Recapitulation.—continued.

Names of Counties.	Total valuation of School Houses.	Highest valuation of any School House.	Lowest valuation of any School House.	No of School House sites containing less than one acre.	No. of School House sites unclosed.	No. Schools without Blackboard.	No. of Schools without Outline Maps.	No. of District Libraries.	No. of Joint Libraries.	No. Volumes in all the Libraries.	No. of Volumes loaned during the year.	Amount Library fines collected.	Amount Library fines expended.	Amount of Library fines remaining unexpended.	No. of Select and Private Schools other than incorp'd Academies.	Average No. Pupils attending such Schools during the year.
Walworth.....	51,130 50	.....	.....	146	186	8	145	54	6	1,728	1,022	0 20	.....	0 20	10	840
Washington...	15,530 00	1,500	2 50	110	103	12	92	48	6	1,208	779	.....	.....	.....	.....	.....
Waukesha...	48,056 00	2,500	5 00	105	80	6	83	48	14	1,523	2,918	.....	.....	.....	9	198
Waupaca.....	9,574 00	.....	.....	65	60	31	73	8	.....	89	89	0 30	.....	0 30	.....	.....
Waushara...	18,027 00	.....	.....	91	104	36	103	1	.....	21	.....	.....	.....	.....	.....	.....
Winnebago...	48,451 55	2,000	10 00	93	85	16	89	10	.....	711	1,054	.....	.....	0 65	8	60
Wood.....	1,868 00	575	25 00	6	9	3	9	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total.....	\$1,185,191 73	20,000	\$0 25	8,367	8,301	1,047	3,314	1,071	179	41,897	51,062	\$75 93	\$18 43	\$45 92	210	7772

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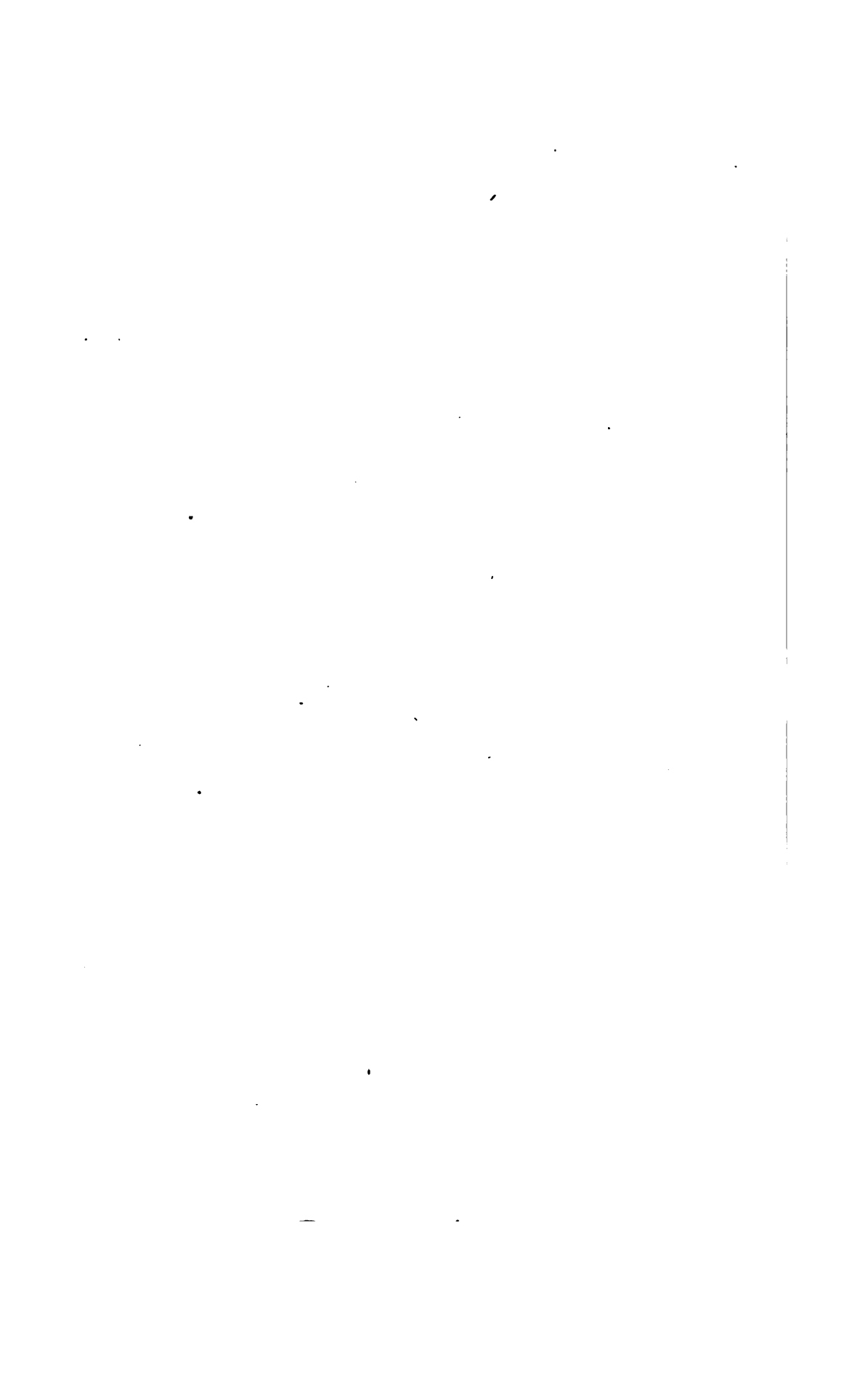


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DESIGN N°XIII.

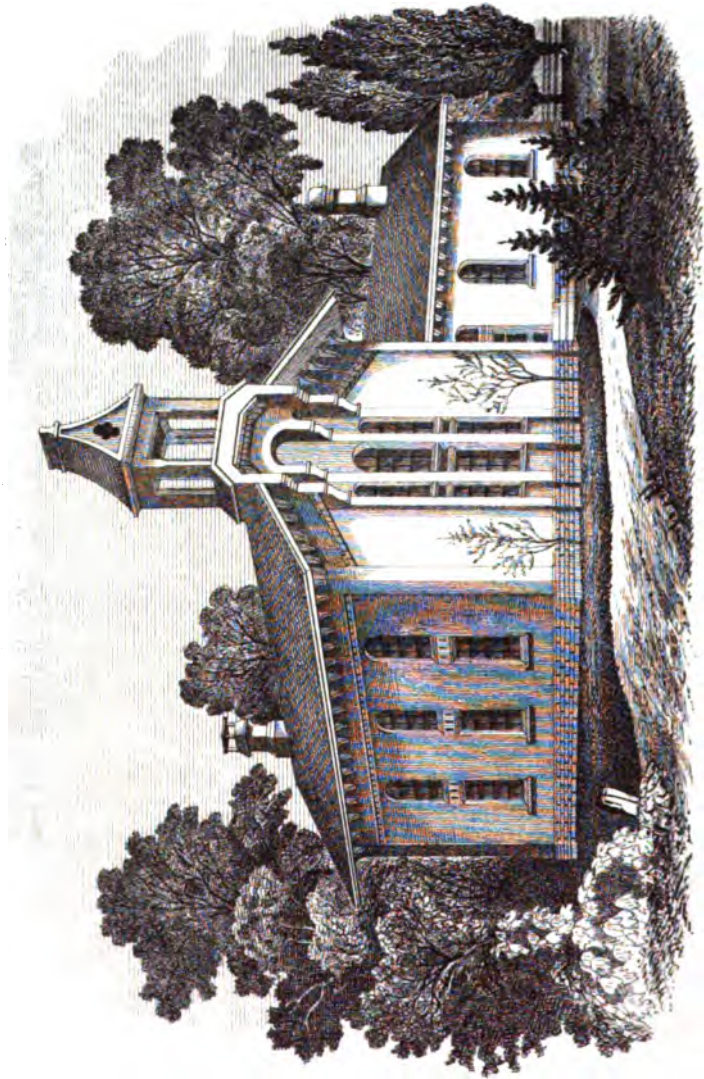


Fig. 49.

TWELFTH
ANNUAL REPORT
ON THE
CONDITION AND IMPROVEMENT
OF THE
COMMON SCHOOLS
AND
EDUCATIONAL INTERESTS
OF THE
STATE OF WISCONSIN,
For the Year 1860.

BY J. L. PICKARD,
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION.

MADISON, WIS.:
JAMES ROSS, STATE PRINTER—PATRIOT OFFICE.
1860.

Office of Superintendent of Public Instruction,
MADISON, Dec. 10th, 1860.

*To His Excellency, ALEXANDER W. RANDALL,
Governor of the State of Wisconsin :*

SIR:—I have the honor to transmit, through you, to the
Legislature, the Twelfth Annual Report from this Department.

Very respectfully,

Your obedient servant,

J. L. PICKARD, *State Superintendent.*

TWELFTH ANNUAL REPORT.

To the Honorable the Legislature, of the State of Wisconsin :

GENTLEMEN:—In accordance with Section 67, Chapter X., Revised Statutes, I have the honor to submit the following

R E P O R T :

I.—STATISTICS.

Tables 1, 2, and 3, of Appendix B, present an Abstract of the Reports received from Clerks of County Boards of Supervisors.

These reports are not in all cases reliable. Especially is this true in the columns of averages. When absolutely correct they can not be relatively so, since each officer pursues his own course of making up averages. So many are employed in this work, it is impossible to secure any thing like uniformity in the results. By special reports received directly from the Town Superintendents, I have learned that many schools are without registers, and of course no reliable statistics can be gathered of the number in attendance upon schools, or of the average attendance of pupils.

Some averages have been so manifestly incorrect, that I have made changes in the figures according to what I conceived to be the true state of the case. The reports not unfrequently exhibit an average of from 15 to 50 months' school during the year, or an equally incorrect average of attendance of pupils. Could I see in all cases the origin of such errors, they could be easily corrected. Such changes as have been made in these particulars, have been made without any accurate knowledge of the facts, so that they cannot be fully relied upon, but must be more nearly correct than the figures I have changed.

The County Clerks simply copy the reports sent them by the Town Superintendents. The Town Superintendents copy

the reports of District Clerks. It is difficult to procure any correction of these reports without consuming more time than their value would warrant.

The only portions of the reports upon which the distribution of the Fund depends, are the number of children over 4 and under twenty years of age, and the length of the school taught. These are supposed to be nearly accurate, except that in the latter a few instances appear of more than twelve months' school in the year.

Every county in the State has made its report. The main facts embodied in the reports, may be found in the following

SUMMARY :

Number of counties reporting.....	56
Number of towns reporting.....	737
“ “ not reporting,.....	7
“ of whole districts.....	3,399
“ of parts of districts.....	1,827
“ of districts reckoning $2\frac{1}{4}$ parts equal to one whole district,.....	4,211
Number of districts not reporting.....	85
Number of parts of districts not reporting.....	74
Whole number unreported.....	118
Number of male children between four and twenty years of age,....	150,068
Number of female children between four and twenty years of age,....	138,696
Whole number of children between four and twenty years of age,....	288,984
Excess of males over females,.....	11,192
Whole number of children between four and twenty years of age, registered in schools,.....	194,357
Number attending school under four years of age,.....	2,273
“ “ over twenty years of age,.....	2,626
Total number in attendance,.....	199,455
Average number of months schools have been taught,.....	6 2-11
Average number of months children between four and twenty years' of age have attended school,.....	4 9-10
Average number of months schools have been taught by male teachers,.....	3 7-10
Average number of months schools have been taught by female teachers,.....	4
Average monthly wages of male teachers,.....\$	24 20
“ “ female teachers,.....	15 30
Total wages paid teachers,.....	367,481 10
Total money paid for school houses,.....	189,887 65
“ “ all other purposes except libraries,.....	64,374 46
Money expended for libraries,.....	2,012 91
Total expenditures for all purposes,.....	578,756 13
Amount of money received from State, in both apportionments, deducting fees of County Treasurers,.....	171,460 54
Amount raised by tax,.....	492,765 23
Total amount received,.....	574,925 77
Excess of receipts,.....	469 65

Number of school house sites containing less than one acre,.....	8,436
Number of sites unenclosed, ...	3,376
" stone school houses,.....	166
" brick " 	177
" frame " 	2,297
" log " 	1,403
Total number school houses,.....	4,045
Total valuation of school houses, ...	\$1,314,716 09
Average valuation,.....	325 00
Highest valuation,.....	3,300 00
Lowest, ...	02
Number of school houses destitute of outline maps,.....	3,562
Number of school houses without black-boards,.....	942
Number of district libraries,.....	1,175
Number of Volumes in district libraries, ...	35,939
Number of volumes loaned for reading, ...	32,645
Number of select and private schools, other than incorporated academies, ...	161
Number of pupils in the private schools, ...	6,473

School Districts.—The number of districts reported last year was 3,538; parts of districts 1,611, making a total of 4,331, supposing 2 1-2 parts equal to one district on an average. By reference to the Summary it will be seen we have now reported only 3,399 districts, or 139 less than last year. That there is a diminution in number of districts during the year is evident from the fact that the number of districts unreported this year is 33 less than last year.

The parts of districts have increased in number from 1,611 last year, to 1,859 this year. (78 parts unreported last year, against 74 this year.) Judging by the number of school houses reported in joint districts, I have changed the average number of parts making a whole district, from 2 1-2 to 2 1-4. This gives a total number of districts of 4,211 against 4,331 last year, or a diminution of 120.

Two counties exhibit great discrepancies between the reports of last year and this. Jefferson county reports 86 less, and Winnebago county 32 less than last year. Taking the number of school houses as a guide, I suppose the present reports correct. This will make a difference of 118, still leaving a diminution of 2 districts, allowing the gain of 33 to balance the 7 towns not reported.

This fact is very encouraging in our educational work, since division of districts, as a general thing, prevents progress by crippling the ability of the district, both as to numbers and wealth, to secure a gradation of schools.

More or less new territory is every year organized into districts, so that the process of consolidation of districts must have been carried on to a greater extent than appears from the absolute statement given above.

In the early settlement of our State districts comprised large territory with few children. The old house built for the accommodation of the few, in many cases still stands, and as population has increased, the district has been cut down to suit the size of the house. Petty jealousies and neighborhood difficulties have done much to cripple the cause of education, by diminishing the size of districts, while the end sought in such division is seldom attained. It may be sometimes advisable to make a division of a district, where the features of the country are such as to render it impossible to secure a suitable site for a school house without manifest injustice to one or the other part of the district. Even then it is better to seek additions from other quarters to make up the loss by such division. In the newer settlements, a little patience under difficulties and embarrassments, will be amply repaid as the population and wealth of the district increase. Some districts may be too large, but the danger lies in the opposite direction. No absolute rule can be given as to size of districts. I would make them of equal size with townships, and allow such subdivision as may be necessary. Upon the change necessary to this end, I am not at present prepared to make any recommendation, for while I am satisfied with the township system in theory, I have not become enough acquainted with its practical workings to warrant me in making any suggestions in regard to it here.

Joint Districts, as will be seen, comprise about one-fifth of the whole number of districts. The simple fact, that nearly one half the appeals to this department, growing out of alteration of districts, come from joint districts, and that one-fourth of all other appeals have the same origin, is evidence conclusive that they are not desirable, but, on the other hand, a source of difficulty. Inequality of assessment, varying interests, and local jealousies, of several towns, will, in a majority of cases, overbalance the benefits derived from joint districts. When absolute necessity compels their formation, local interests will be assimilated and the causes of discord proportionably removed.

Reports, upon which apportionment of school moneys is based, are often, and in some cases necessarily, incorrect. The apportionment to a joint district will sometimes be less, sometimes more, than it can justly claim. In the first case, injustice is done the joint district; in the second, its neighbors suffer. This evil may be in part remedied by a change of form of reports, which can be made without any legislation.

The average number of children in each school district of the State is very nearly 69. Of this number only 67 per cent. are registered as attending school at all. Thus, each district has but 46 pupils taught. If we take out of these averages, the cities and larger villages, the number will be reduced to 40, a number altogether too small to admit of any gradation of schools. Supposing that the territory of districts in the more thickly settled parts of the State is none too small, the interests of the schools demand that there shall be no farther division, so that with increase of population there may be increased facilities for grading the schools. While awaiting such an increase of population, the law creating union districts for High School purposes, may be carried into effect temporarily.

The argument that small districts are needed to secure punctuality of attendance, is met by the fact that counties of about equal extent and population, and of similar natural features, show no increased punctuality on the part of the county having the smallest districts, but a small per centage of increase in favor of the larger districts.

School Children.—The number of children between 4 and 20 years of age, is reported as 288,984—150,088 males and 138,896 females. This relative division into sexes is not absolutely correct, as some towns did not report the sexes, but the whole number of school children. Assuming the proportion of those unclassified the same as that of those classified as to sex, it is made nearly correct. The reports of this year show an increase of 10,113. Rock county decreases 1,484, Milwaukee gains 2,325, Dane county gains 937, Dodge gains 802. Nearly all the counties show a slight gain over reports of last year. According to census of the State for 1860, the school children comprise about 37 per cent. of the whole population. The census of 1850 gives about 38 per cent. between 4 and 20 years of age. The number of children will doubtless increase more rapidly in the growth of a young State than the number of adults. It is probably true, that a correct census of school children would give more than 37 per cent. of the whole population.

School Attendance.—Of the 288,984 children reported, only 194,357 have been registered as in attendance upon schools at all, leaving 33 per cent. of the whole without any instruction. Unpleasant as this fact may be, there is still reason for encouragement when it is brought into comparison with reports of past years. Two years ago 37 per cent. were absent.

Last year there were no figures upon which to base a calculation. From the basis assumed by my predecessor, which I deem a fair one, the absent were 36 per cent. of the whole number drawing public money.

To go still farther back, the per centage of unregistered children since our State organization, is as follows :

1849.....	About 56
1850.....	" 38
1851.....	" 30
1852.....	" 29
1853.....	" 31
1854.....	" 35
1855.....	35
1856.....	36
1857.....	40
1858.....	37
1859.....	36
1860.....	33

All estimates of per centage heretofore have been made upon the basis I have used above. It is but just to say, that the number of pupils registered during the year should be compared with the number reported as between 4 and 20 years of age the previous year, and not with the number in the districts after the schools have closed. Taking the number of children reported in 1859, the per centage of unregistered children is only a little more than 30. From the circumstances of the case, all the children can not be found in the schools during any one year. Probably 20 per cent. are necessarily detained from school, leaving still 10 per cent. or a little more growing up without any desire or effort to secure the advantages offered them by the State. The remedy for this must be found rather in increased interest on the part of the parent than in any legislative action. It may be well to consider the propriety at some future time, of apportioning the public funds upon the basis of attendance, rather than upon the school census as at present.

In comparison with other States, the following results are obtained :

Wisconsin shows an attendance of.....	69 per ct.
New York " "	67 "
Connecticut " "	60 "
Michigan " "	73 "
Maine " "	70 "
Massachusetts " "	94 "
Ohio " "	70 "
Alabama " "	55 "
Missouri " "	48 "

In the above account it must be remembered that Massachusetts and Michigan have the advantage of Wisconsin in

the number of years of school age. Michigan, when brought to the same standard as Wisconsin, would show an attendance not greater than our own. In the comparison I have selected the last reports of States in different parts of our Union, that we may the better see our relative position.

Length of Schools.—In no one item do I find so much ground for encouragement, as in the great increase in length of schools taught. It is now 14 per cent. greater than last year, or 6 2-11 months. In the work of the past year every county in the State, except the newly organized county of Ashland, has exceeded the three months required by law. The people have shown themselves prepared for a change in the requirements of the law in regard to length of schools. I have no hesitation in recommending 4 months as the limit of school entitling the district to draw public money.

Teachers and Teachers' Wages.—Not less than 6,000 teachers have been employed in the State during the past year. The ratio of female to male teachers is as three to two outside of the cities. If the cities be included, it will increase the ratio. This ratio should still be increased. Instead of argument I will introduce a table that will test fairly the question, whether male or female teachers are most successful:

	Per centage of attendance.	Ratio of Male to female teach'rs
Wisconsin, ...	,67	,67
Ohio, ...	,70	1,10
Massachusetts, ...	,94	,30
Connecticut, ...	,80	,50
New York, ...	,67	,67
Michigan, ...	,73	.48

In the above table Ohio stands as the only exception to what is there apparent, that the average attendance of pupils increases as the relative number of female teachers increases.

The average wages paid male teachers is \$1,27 greater than last year. The average amount paid female teachers is \$1,01 greater than last year.

The ratio of female teachers' wages to those of male teachers, for eleven years, is as follows:

1849, ...	.45	1855, ...	.52
1850, ...	.52	1856, ...	.54
1851, ...	.43	1857, ...	.62
1852, ...	.54	1858, ...	.55
1853, ...	.50	1859, ...	.63
1854, ...	.60	1860, ...	.63

This shows a steady increase in the right direction. While teachers in our Primary Schools, and throughout the country districts, do not receive their just share of wages paid, it is gratifying to know that step by step a steady advance is made. Because steady, it is the more sure. With this increase of wages, sometimes as cause, and sometimes as effect, comes an increase in the ranks of those who make teaching a business, and who in their own cultivation and elevation mold a proper public sentiment, and thus secure better remuneration for their services. The highest average wages paid to male teachers is paid in Douglass County, \$36.00. Portage County pays the lowest average, \$18.76. La Pointe County shows the largest average wages paid to female teachers, \$41.50, and Marquette County the lowest, \$10.78. With these facts must be taken into consideration the size of the counties. The newer and less thickly settled counties of the State show a higher average of wages than the older and more thickly settled counties. Higher wages have not proportionably decreased the length of schools. Out of 24 counties paying more than the average teachers' wages, 18 have had more than an average length of school.

School Houses.—The amount reported as total valuation of school houses is \$1,314,386.09. This is an increase over last year of \$128,194.86. As some towns do not report the valuation of their school houses, we probably have nearly a million and a half dollars invested in school houses. The average valuation of school houses is \$325. When we consider that more than 34 per cent. of the whole are built of logs, this average speaks well for the school houses of the State. Janesville reports the highest, \$33,000.00, and Ellington, Outagamie County, reports a school house (?), valued at *two cents*. In amount of money invested in school houses, Rock County leads off at \$184,456, followed by Milwaukee with \$130,788.61, Dane \$71,929, Dodge \$68,400, Racine \$59,050, Waukesha \$54,630, Fond du Lac \$52,192.10, Grant \$49,939.45, Winnebago \$47,825, Walworth \$46,057, Columbia \$39,982.25, Sauk \$36,729.27, Kenosha \$36,197, Jefferson \$32,985, Green \$31,550.30, La Fayette, \$30,820.00, Sheboygan \$28,199.00, Iowa \$26,890.70, La Crosse \$24,689.00. All the other counties have less than \$20,000 each invested, till we come to Ashland County, with one school house worth \$25.

In traveling through different parts of the State, I have been pleased with the external appearance of the school houses. Much regard is paid to site and structure of the houses. The public school buildings of Menasha and Fort

Atkinson, are samples of what may be done by all our enterprising villages. I mention these rather than others, because of their cost being less in proportion to their real value than the cost of any other structures, of equal size and beauty, with which I am acquainted.

But while the people of the State have shown commendable zeal in the erection of valuable school buildings, it is to be regretted that where land is so plenty, *only six hundred and eight* school house sites contain an acre or more of ground. Many of our school houses are crowded into the place where three or more ways meet, with nothing to hinder pupils from riding to the very door, since 679 only have any enclosure at all. There seems a little discrepancy in these figures; certainly unenclosed sites may be said to occupy all unoccupied territory. In many cases the school yard is 4 rods wide, and of indefinite length. Of the importance of more correct views upon the points here suggested, I must treat in another part of this report.

School Libraries.—The number of district libraries reported is 1175, or 75 less than last year. The number of volumes is 35,939. 32,645 are reported as having been loaned for reading during the year, of which the single library of Racine furnished 6,710. Fourteen counties report no libraries, and others only about one fourth as many as there are districts. Racine county reports more than twice as many books as any other county. The fact that the Racine city library was purchased by a person eminently fitted to select books for such a purpose, and in number of volumes and general management, resembles more nearly a township than a district library, and the additional fact that the books from that library are read far more than any other books in our district libraries, confirm me in the belief that the State, through some suitable persons, should purchase all books designed for school libraries, and that the libraries should be as large as they can be made without too great inconvenience to those whom they are designed to benefit.

The importance of a library as an educational agency can not be overestimated, and I trust wise counsels may prevail in the legislation necessary upon this subject, during your present session.

In accordance with provisions of law, subdivision 8, section 46, chapter 23, R. S., early in the spring I sent out blanks of a special character to town superintendents, with the request that they be filled and returned directly to this office. From every organized county in the State, except

Clarke, I have received returns, and from nearly half the Superintendents of the State. This is doing better than I had expected, as it involved extra labor on the part of Superintendents, and I preferred to place it in the light of a favor rather than a requirement of law. From considerations offered under the head of abstracts of reports of county clerks, I deemed this course necessary, that I might the better understand the condition of the schools of the State.

The special information asked for, as well as results of inquiries, will be seen by reference to the table appended.

In preparing the tables I have assumed that the balance of each county would have the same general average as the towns reported. In some cases the reports may come from the towns most interested in the cause of education, and therefore furnish a better average than the whole county would bear, but this is not the case with the counties with which I am personally acquainted.

In cases where no average is made the sum total is only for the number of towns reported. The whole county may be best estimated by those best acquainted with the county, on comparing number of towns reported with number of towns in the county. This list does not embrace the reports of city schools. These will be found in a separate table. Some parts of the information obtained is not reported here, but used elsewhere as a basis for statements there made.

TABLE A.—ABSTRACT OF REPORTS.

COUNTIES.	No. Towns in County.	No. Towns Reported.	No. High Schools.	No. Grammar and Intermediate Schools.	No. Primary Schools.	No. Unclassified Schools.	No. Male Teachers.	No. Female Teachers.	Average Age of Teachers.	Average Wages Male Teachers per month.	Average Wages Female Teachers per month.	Average Years Experience of Teachers.	No. Teachers who have attended Normal Classes or Teachers Institutes.	No. who make Teaching a Profession.	No. Scholars Registered.	Per centage under 6 years of age.	Per centage over 16 years of age.	Per centage of Punctual Attendance.	First Class School Houses.	Second Class School Houses.	Third Class School Houses.	No. Seats.
Adams,.....	18	3	1	1	1	14	6	11	20 2-8	20 66 11 38	24 86 12 15	4 2-3	4	22	1,886	18	12	64	5	30	19	275
Bad Ax,.....	20	11	1	1	1	60	29	40	23	24 86 12 15	30 37 16 07	3 2-3	6	16	1,017	20	15	62	8	18	6	632
Brown,.....	20	9	1	1	1	32	20	17	24	20 37 16 07	30 37 16 07	3 2-3	1	4	356	28	10	59	1	4	4	485
Buffalo,.....	12	6	1	1	1	18	4	3	28	21 32 14 33	4 1-2	4	3	14	356	10	4	72	5	9	8	188
Calumet,.....	9	4	1	1	1	21	11	19	24	20 38 13 74	4	4	3	14	356	10	4	72	5	9	8	500
Chippewa,.....	6	1	1	1	1	4	1	1	1	25 60 23 33	4 8-4	4	12	88	1,673	11	23	63	11	21	19	1,153
Columbia,.....	22	8	1	1	1	52	39	56	23	20 88 13 04	4 8-4	4	3	19	930	2	14	67	4	26	6	1,061
Crawford,.....	11	6	1	1	1	25	25	48	21	19 61 12 00	3 3-8	3	66	76	4,776	15	13	67	29	68	33	3,785
Dane,.....	36	21	1	1	1	148	80	134	23	8 17 24 39 14 33	3 3-8	3	63	49	4,368	16	12	63	23	53	28	3,660
Dodge,.....	26	13	3	3	6	108	61	118	22	7 11 24 00 12 92	4	4	53	49	259	23	3	69	2	3	1	146
Door,.....	10	4	1	1	1	14	2	13	25 1-2	21 00 16 63	5 3-4	5	5	5	259	23	3	69	2	3	1	146
Douglas,.....	3	2	1	1	1	8	2	5	27 8-4	30 68 24 27	5 3-4	4	4	4	127	80	19	19	1	2	1	113
Dunn,.....	6	4	1	1	1	12	6	13	25	27 37 18 84	2 1-5	2	7	8	404	23	14	86	1	8	1	178
Kau Claire,.....	6	3	1	1	1	13	3	10	23 1-2	26 00 14 56	3 1-12	3	11	7	307	11	14	65	10	3	188	
Pond du Lac,.....	23	10	2	2	4	77	87	60	24 1-2	23 45 14 88	3 6-8	3	30	56	2,875	10	17	59	14	28	26	3,286

Table A.—Abstract of Reports—Continued.

COUNTIES.	No. Towns in County.	No. Towns Reported.	No. High Schools.	No. Grammar and Intermediate Schools.	No. Primary Schools.	No. Unclassified Schools.	No. Male Teachers.	No. Female Teachers.	Average Age of Teachers.	Average Wages Male Teachers per month.	Average Wages Female Teachers per month.	Average Years Experience of Teachers.	No. Teachers who have attended Normal Classes or Teachers' Institutes.	No. who make Teaching a Profession.	No. Scholars Registered.	Per centage under 6 years of age.	Per centage over 16 years of age.	Per centage of Punctual Attendance.	First Class School Houses.	Second Class School Houses.	Third Class School Houses.	No. Seats.
Grant, ...	29	19	..	..	..	73	47	63	24 1-2	24 30 16 92	3 7-10	3 7-10	82	31	2,110	15	9	51	5	32	19	1,051
Green, ...	16	6	..	..	..	86	23	39	23 5 13 57	23 51 13 57	3 1-5	3 1-5	6	19	1,628	7 4-6	7 3-10	50	5	22	11	788
Green Lake, ...	15	6	1	..	..	93	16	30	21 5 6	24 47 15 51	3 5-16	3 5-16	14	15	971	8 2-5	8 3-4	62	3	5	2	778
Jackson, ...	18	9	..	..	..	10	2	30	2 2-16	31 50 12 22	3 14-15	3 14-15	3	2	232	24	8 3-4	49	1	9	3	47
Jefferson, ...	18	7	2	..	..	61	46	66	21 4-6	23 80 12 93	8 2-5	8 2-5	37	27	2,092	14 1-3	11 1-2	68	3	33	16	1,612
Jensen, ...	17	6	..	..	..	85	13	25	20 7-10	23 78 10 75	4 1-10	4 1-10	2	16	997	28 4-5	10 1-4	63	3	11	8	575
Kenosha, ...	9	4	..	..	..	35	29	33	22	24 33 14 63	4 1-3	4 1-3	84	31	922	7 1-4	10 1-4	59	2	28	4	854
Keweenaw, ...	9	3	..	..	..	16	11	4	28 1-5	22 36 12 66	3 4-5	3 4-5	..	3	615	15 2-5	18	63	2	8	..	
Keweenaw, ...	12	6	..	..	..	20	11	14	20 1-2	25 59 15 13	3 5-12	3 5-12	7	15	741	9 1-2	9 1-2	55	6	11	679	
La Crosse, ...	15	5	..	..	..	36	18	21	24 1-2	22 92 18 68	3 1-7	3 1-7	28	15	1,547	14	9 1-2	46	17	5	781	
La Fayette, ...	15	5	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
La Pointe, ...	2	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
Manitowoc, ...	17	10	..	..	..	58	32	31	25 4-7	20 32 15 20	3 1-2	3 1-2	17	22	2,275	19 1-2	8 1-2	61	4	42	10	1,075
Marathon, ...	9	2	..	..	..	6	6	..	..	22 25 19 00	1 3-4	1 3-4	..	..	..	..	..	..	..	..	..	
Marquette, ...	14	6	..	..	..	28	13	20	21 3-5	18 94 10 90	4 1-5	4 1-5	6	19	746	13 2-3	12 1-2	69	1	16	3	477
Milwaukee, ...	8	8	..	..	..	33	31	16	24 3-5	22 44 14 31	3 1-12	3 1-12	6	11	873	18	17	43	19	6	1,003	
Monroe, ...	18	8	..	..	..	32	10	30	22	14 70 13 20	2 3-5	2 3-5	20	17	594	19	11	68	2	18	7	391
Oconto, ...	7	2	..	..	..	6	3	6	20 1-2	24 00 19 75	2 1-12	2 1-12	..	4	252	23	13	63	2	2	1	17

Outagamie, ..	14	6	2	....	2	23	17	20	26	1-5	23	59	13	26	2	1-5	2	13	1,039	36	9-10	13	4-5	59	4-5	2	8	13	151	
Ozaukee,....	7	4	....	....	....	40	38	12	36	7-11	23	38	14	21	5	1-3	4	14	1,879	10	9-5	13	1-3	52	1-4	9	20	7	1,390	
Pepin, ...	7	4	....	....	....	8	3	8	23	2-5	23	66	15	16	3	1-4	4	8	268	21	8-4	14	....	59	....	2	2	4	285	
Pierce, ...	13	5	2	1	1	15	30	34	28	3-5	31	41	15	75	8	3-5	6	11	532	22	....	14	47	....	2	12	....	338		
Polk, ...	5	1	....	....	....	1	....	1	....	....	....	12	00	....	....	....	....	....	21	....	....	....	....	....	....	....	....	....		
Portage, ...	15	3	....	....	....	18	8	17	19	1-2	16	83	10	28	2	5-6	9	6	281	11	2-5	7	1-2	43	5-12	1	15	2	497	
Racine, ...	10	1	....	....	....	7	6	8	25	4-7	20	68	13	37	3	5-14	1	2	332	32	....	21	65	....	3	1	3	114		
Richland,...	16	6	....	....	....	53	22	18	27	1-3	19	47	10	64	4	2-3	16	10	645	11	....	13	61	....	1	21	17	551		
Rock, ...	22	6	3	3	....	39	33	54	23	4-5	36	61	16	05	4	1-3	24	15	2,221	11	4-5	19	7-10	74	....	10	22	7	1,045	
Sauk, ...	22	7	1	6	....	54	25	44	26	4-5	22	76	12	66	3	2-3	22	25	2,531	18	2-5	16	9-10	61	1-2	15	20	16	1,104	
Shawano,...	3	1	....	....	....	3	2	3	....	....	22	00	17	00	....	....	....	1	....	....	....	....	....	....	....	....	....	....	....	
Sheboygan, ..	17	9	....	....	....	59	18	38	22	....	21	46	13	06	5	1-5	22	16	3,403	18	....	7	3-5	74	....	8	24	14	907	
St. Croix, ..	15	6	....	....	....	19	11	14	26	....	25	18	16	04	2	1-4	5	4	575	28	....	13	....	24	....	4	8	5	218	
Trempealeau, ..	6	2	....	....	....	15	....	....	....	....	20	1-2	14	02	10	62	2	5	373	16	....	18	71	....	2	1	3	....		
Walworth,...	17	4	1	....	....	29	19	32	32	2-3	23	21	12	04	3	2-3	18	16	1,738	9	8	10	9-10	61	1-6	6	17	5	1,628	
Washington, ..	13	8	1	3	3	65	49	27	25	2-3	25	32	15	15	6	....	23	15	2,896	11	3-5	13	7-10	55	1-2	10	26	16	935	
Waukegan,...	16	7	2	2	....	59	44	61	25	3-7	23	81	11	54	6	....	37	46	2,300	17	3-5	13	2-5	53	4-5	11	24	18	1,890	
Waukeena,...	16	10	....	....	....	53	26	44	23	....	20	79	13	10	3	1-7	14	27	1,099	12	4-9	13	1-2	89	....	8	15	7	1,090	
Wausau, ...	18	9	....	....	....	64	18	51	23	1-8	26	10	11	80	3	1-8	20	19	1,698	23	1-2	22	2-5	72	1-3	2	32	10	627	
Winnebago,...	17	6	1	2	1	84	23	35	24	....	21	98	13	53	2	3-4	16	19	1,223	16	3-5	12	3-10	50	4-5	6	17	5	1,080	
Wood, ...	6	4	....	....	....	13	9	14	28	1-3	26	11	18	07	....	....	....	8	264	13	1-2	....	80	....	....	5	1	....	....	
	726	302	17	28	98	1800	1011	1491	23		23	18	14	57	3	3-4	651	819	60	322	16	1-5	12	3-10	59	3-10	256	797	407	41,283

GENERAL SUMMARY.

No. Counties reporting.....	53
No. Towns reporting.....	302
No. High Schools.....	17
No. Intermediate and Grammar Schools.....	28
No. Primary Schools.....	98
No. Unclassified Schools reported.....	1800
No. Male Teachers employed.....	1011
No. Female Teachers employed.....	1491
Average age of Teachers.....	23 years.
Average wages paid Male Teachers.....	\$23 18
" " Female Teachers.....	14 57
" experience of Teachers, (52 counties,).....	3 yrs. 9 mos.
No. who have attended an Institute or Normal School.....	651
No. who design to make teaching a profession.....	819
No. of Scholars registered.....	60,322
Per centage of Scholars under 6 years of age.....	16 2-10
" " " 16 " 	12 3-10
Per centage of punctual attendance.....	69 3-10
No. of first class School Houses.....	258
" second class " 	797
" third class " 	407
No. Seats for Pupils, (48 counties,).....	41,283

From the above summary we gather the following facts:

One town out of seventeen reports a high school. This would give about 38 high schools in the State, outside of the cities and larger villages. These will probably not all take rank with the city high schools, but they show commendable progress in the gradation of schools.

Nine years ago there was but one graded school in the State. The little seed planted at Kenosha has rapidly multiplied, and nearly all our cities, and many of our villages are reaping its fruit in schools that will not suffer in comparison with any schools of our older neighbors.

The ratio which female teachers bear to male teachers, is nearly 3 to 2. This ratio will be, and should be, increased as the number of graded schools increases. In the average age reported, we have this assurance, that our teachers are not past remembering that they were once children, and yet have years enough to insure sober earnestness and good judgment, which combined with an experience of nearly 4 years in the school room, will place our schools on a favorable footing. The only drawback to our rejoicing over this result, is the fact that the four years' experience has, in a great majority of cases, been acquired in from 8 to 12 different schools. This may be no serious detriment to the teacher, but is to the schools taught.

This frequent changing of teachers may account for the fact that less than 33 per cent of the teachers reported, design making teaching their life-work. Assurance of permanent

employment would very much increase this per centage as well as increase the number (now only a little more than 25 per cent.) who will seek the opportunities offered for improvement in normal schools and teachers' institutes.

The number of scholars registered would show a registry of about 130,000 outside of the cities, a calculation as accurate as can be made on account of incompleteness of returns. Those actually in the schools are but 59 3-10 per cent. of this number, or 77,090. This may, in part, be accounted for by looking at the number of seats furnished for pupils in the school houses reported. By the same calculation as before and making allowance for the counties reporting scholars who do not report number of seats, we find seats enough for only 69 1-2 per cent. of the scholars registered, or for 90,350.

Dividing the years of school age into periods of two years each, we shall have eight such periods, each being 12 1-2 per cent. of the whole. It will be seen that the pupils registered during the first period from four to six years of age, are 16 2-10 per cent., while the last two periods, from 16 to 18, and from eighteen to twenty, furnish only 6 3-20 per cent. each.

The large share of very young pupils will account, in part, for the small per centage of punctual attendance. This cause, however, will be partially removed, as our schools are so classified as to make them attractive and profitable to small children. Another occasion for absence from school may be found in the very poor school houses, which, according to the reports, constitute more than 27 per cent. of the whole number. All these causes of irregularity of attendance ought to be removed, and will be when the foundation upon which they rest is broken up, viz., *apathy of parents*. From a large majority of the schools I have visited, comes the same complaint of want of interest in the school. More of this in its proper place.

By means of this table I am able to present a comparison of our schools with those of other States, as regards punctuality of attendance. The per cent. of number registered is given, and not per centage of whole number drawing public money.

Wisconsin shows 59 3-10 per cent., Maine a little less than 68 per cent., Ohio 52 per cent., Pennsylvania less than 60 per cent., Massachusetts 74 per cent., Connecticut 70 per cent.

CITY SCHOOLS, SPECIAL REPORTS.

3. On the next page will be found statistics relative to the schools of our cities, which are working under a special charter. With one or two exceptions they are all obtained from the school officers of the several cities by personal conference. The tables may not be *absolutely* correct, but as the same basis of calculation has been assumed in all the cases, they may be relied upon as relatively correct, and thus one of the main objects in view in the preparation of tables is attained. The results will doubtless differ from reports made up at home, because made upon a different basis. Especially will this be true in relation to the expenses of the schools. In the Milwaukee High Schools two teachers were reported as employed, who may have given instruction in other schools also. If this be the case the expenses of the High Schools would be diminished perhaps 15 per cent., while the expenses of the other schools would be relatively increased.

In most of the cities also more or less time of the Principal is given to work outside of the High School. In proportion to the time thus spent will the real expense of the High School be diminished, and that of the other schools relatively increased. In some cases also the Principal has charge of a Normal class which diminishes the actual cost of the school to the city in proportion to the amount drawn from the Normal Fund. This has not been taken into the account in my calculations. I have taken simply teachers' wages as the expense of the schools. Incidental expenses are not included. They will be relatively about the same as teachers' wages and will increase the expenses about 25 per cent.

The average wages of male teachers can only be judged correctly by comparing that column with the column of number of male teachers. The average wages of Principals of High Schools would not show so great a difference.

The expenses can only be correctly estimated by comparison with results attained as seen in columns of per centage of attendance. A comparison of the two last columns will show the condition of cities as to per centage of scholars drawing public money, who are found in the schools. Those which are the nearest alike have the largest per centage.

The estimates are made upon six months of the year ending September 30, 1860.

STATISTICS OF THE CITY SCHOOLS.

	SCHOOLS.				TEACHERS.				SCHOLARS.				SCHOOL HOUSES.	ANNUAL EXPENSE PER PUPIL.												
	No. of High School Teachers.	Grammar and Intermediate Schools.	No. of Teachers in Gram. & Int. Schools.	Primary Schools.	No. of Male Teachers.	No. of Female Teachers.	Average age of Male Tch'rs.	Average age of Female Teachers.	Average experience in Years.	Average Wages of Male Teachers per Annum.	Average Wages of Female Teachers per Annum.	No. of Scholars registered in High Schools.		No. registered in other Schools.	Average attendance in High Schools.	Average attendance in other Schools.	High School—Per cent. of punctual attendance upon Av.	Schools of other Grades—Per cent. upon average.	First Class.	Second Class.	Number of Seats.	High Schools upon average Attendance.	Schools of other Grades, upon average attendance.	Whole cost per Scholar upon average attendance.	Total cost per Scholar on No. Registered.	Whole cost pr. Scholar on No. drawing public money.
Berlin,.....	1	3	3	8	4	4	9	33	24	4	\$500 00	\$230 00	100	344	80	295	88%	83%	7	4	440	\$10 63	\$5 07	\$6 40	\$4 83	\$3 07
Fond du Lac,...	1	3	3	8	4	4	9	33	24	4	1000 00	261 00	108	769	123	778	98%	96%	5	5	1361	17 93	7 97	7 40	6 30	3 84
Janetville,....	1	3	3	8	4	4	9	33	24	4	750 00	269 50	173	1141	123	778	98%	96%	5	5	1361	17 93	7 97	7 40	6 30	3 84
Kenosha,.....	1	3	3	8	4	4	9	33	24	4	625 00	254 50	180	630	99	520	99%	96%	5	5	1361	17 93	7 97	7 40	6 30	3 84
Madison,.....	1	3	3	8	4	4	9	33	24	4	625 00	254 50	180	630	99	520	99%	96%	5	5	1361	17 93	7 97	7 40	6 30	3 84
Millwaukee,...	1	3	3	8	4	4	9	33	24	4	900 00	350 00	125	603	85	400	94	85	3	3	725	10 13	9 95	11 54	7 06	3 76
Oshkosh,.....	1	3	3	8	4	4	9	33	24	4	900 00	350 00	125	603	85	400	94	85	3	3	725	10 13	9 95	11 54	7 06	3 76
Portage City,...	1	3	3	8	4	4	9	33	24	4	575 00	245 00	80	664	73	570	82	82	8	4	837	18 61	4 19	6 44	4 93	1 83
Racine,.....	1	3	3	8	4	4	9	33	24	4	750 00	277 75	164	1659	117	1116	96%	94%	5	5	1361	17 93	7 97	7 40	6 30	3 84
Sheboygan,....	1	3	3	8	4	4	9	33	24	4	800 00	215 00	100	405	75	375	93	91	1	2	605	14 00	6 47	7 30	4 95	1 43
Watertown,....	1	3	3	8	4	4	9	33	24	4	455 00	183 33	31	786	55	493	90	75	1	2	605	14 00	6 47	7 30	4 95	1 43

* Estimated.

II.—WORK OF THE YEAR.

CORRESPONDENCE.

1. *The Correspondence* of the Department has been steadily increasing for several years. This year it has given constant employment to one person. Every letter received has been answered within twenty-four hours after its reception, unless it involved questions requiring a longer study and consultation. A complete registry of every letter sent has been kept, and copies of all important letters preserved. Letters received have been filed, with dates of writing, posting, receipt, and answer recorded.

APPEALS.

2. *The Number of Appeals* made to the Department has decreased during the year. I have made decisions upon thirty, and hold some four or five under advisement.

TRAVELS AND LECTURES.

3. As much time as could be spared from the duties of the office, has been spent in visiting different parts of the State, speaking to the people when convenient, learning the wants of our State in respect to its schools, conferring with teachers and with school officers, and in endeavoring to awaken a deeper interest in the cause of popular education. Nearly fifty public addresses have been delivered by myself or my assistant. As many of the appointments have been made in connection with Teachers' Institutes, under direction of the Board of Normal Regents, we have been able to spend a little time, beside that given to public addresses, in talking to teachers. During the spring series of Institutes, free conferences were held with school officers, who were specially invited to be present. By these means we have reached more than 2000 teachers, and several hundred superintendents and district officers. While traveling I have visited nearly 300 schools, and have found the teachers at their daily task. The time spent in each school, could of course be small, but sufficient to give some idea of the general character of the schools, and for a few words of advice and encouragement to teacher and pupils. These visits have not been confined to schools of any particular class, but have embraced all classes, from the best to the poorest.

The counties visited are Brown, Columbia, Dane, Dodge, Fond du Lac, Grant, Green, Green Lake, Iowa, Jefferson,

Kenosha, La Fayette, Marquette, Milwaukee, Monroe, Oconto, Pierce, Portage, Racine, Richland, Rock, Sauk, Sheboygan, Walworth, Washington, Waukesha, Waupaca, Wausara, and Winnebago.

From one to four addresses have been delivered in each of the counties above named.

Office duties prevented my visiting other counties. I hope to be able to reach during the coming year, all except a very few of the newly organized counties. Uniform courtesy and kindness have been extended to me both upon the part of the people and teachers. From all the many gatherings held, I have carried away pleasant memories, and ardent hopes for the future of our State. No occasions have been more gratifying than the school celebrations, held in several counties during the past summer. Such gatherings are very profitable, and I trust they may be multiplied. As little time as possible should be consumed in preparation for them. The more impromptu, the better they are.

A few weeks, during the time when little could be done in our own State, were spent in visiting superintendents of other States, that through conference with them I might be better prepared to work in my own field.

DISTRIBUTION OF WEBSTER'S DICTIONARY.

4. Before the Legislature of 1860 convened, there were on file in this office, applications for more than 500 copies of Webster's Unabridged Dictionary. 600 copies were purchased, in accordance with the act of the Legislature, at a cost of \$4 per copy, delivered at this office. These were all distributed as soon as they could be sent out. We have received receipts from the officers to whom they were sent, for all except \$1. These were sent to remote counties. They have been notified of the place to which the Dictionaries were sent, and informed that the Express Agents having them in charge would be ordered to return them to this office, unless called for before the time of selling for charges. Several Dictionaries have been sold in years past for charges. If the Dictionaries sent to the several districts are not worth to them the charges upon them, they should be transferred to other districts now waiting for a supply. Districts once supplied, as appears from the records of this office, have again made application, but have in all cases been refused, unless I have been satisfied that those sent them failed to reach them through no fault of their own. Such a record is kept of Dictionaries sent, as will prevent any second application from the same district meeting a supply.

Many Dictionaries have been destroyed by fire and other casualties out of the control of the District Clerk. Some arrangement should be perfected by which losses can be in part made up to them by allowing such Districts to be supplied at the cost of the Dictionary to the State. By such a provision the State would lose nothing, and would save to the District the sum of two or three dollars upon the purchase. All Districts suffering such loss would immediately make it good, could the State thus become its agent for the purchase of the Dictionary.

Applications for nearly sixty Dictionaries are now on hand awaiting supply. It will be necessary to purchase at least 300 copies, that the new Districts organized may be supplied whenever application is made. Much expense may be saved to the Districts if the Dictionaries can be sent immediately upon application. We should have a few constantly on hand for such cases.

Accompanying this may be found the account of distribution during the past year :

<i>Adams</i> —Leola, 4; Rome, 3; Chester, 4; Richfield, 3; Preston, 5; Quincy, 1	20
<i>Bad Ax</i> —Coon, 2; Bergen, 4; Jefferson, 8; Stark, 8; Franklin, 2; Sterling, 6; Harmony, 1; Forest, 1; Clinton, 2; Greenwood, 2	31
<i>Brown</i> —Suamico, 3; Morrison, 3; Ft. Howard Borough, 1; Depere, 3; Eaden, 1; Glenmore, 1; Humbolt, 1; Green Bay, 8	16
<i>Buffalo</i> —Waumandee, 3; Glenocoe, 1; Eagle Mills, 1; Buffalo, 1; Belvidere, 1; Buffalo City, 1; Gilmanton, 4; Maxville, 1	13
<i>Cahmet</i> —Woodville, 4; Brothertown, 4; New Holstein, 2	10
<i>Chippewa</i> —Lafayette, 4	4
<i>Clark</i> —Weston, 2	2
<i>Columbia</i> —Springvale, 1; Caledonia, 1; Wycocena, 1; Portage City, 7; Marcellon, 2; Leeda, 2; Pacific, 1; Otsego, 4	19
<i>Crawford</i> —Haney, 7; Seneca, 2; Freeman, 1; Lynxville, 1; Clayton, 13; Eastman, 4; Utica, 3	31
<i>Dane</i> —Blooming Grove, 1; Albion, 1; Madison, 1; Blue Mounds, 2; Dunn, 1; Verona, 1; Springfield, 1; Windsor, 1; Sun Prairie, 1; York, 1	11
<i>Dodge</i> —Theresa, 2; Beaver Dam, 3; Williamstown, 3; Fox Lake, 3; Lowell, 1; Westford, 1; Lomira, 2; Le Roy, 1; Calamus, 2; Lebanon, 1	19
<i>Door</i> —Otumba, 3; Gibraltar, 1; Washington, 3; Brussels, 5	12
<i>Dunn</i> —Eau Galla, 1; Peru, 8	4
<i>Eau Claire</i> —Bridge Creek, 1; Brunswick, 3; Eau Claire, 8	12
<i>Fond du Lac</i> —Rosendale, 1; Taycheedah, 1; Auburn, 2; Ripon City, 3; Fond du Lac, 1; Waupun, 1; Eden, 2	11
<i>Grant</i> —Watertown, 2; Blue River, 1; Cassville, 2; Harrison, 4	9
<i>Green</i> —Monroe, 2; Adams, 7; York, 2; Washington, 1; Sylvester, 2	14
<i>Green Lake</i> —Kingston, 1; Berlin City, 4; Green Lake, 1; Dayton, 1; Forsyth, 4; Marquette, 1	12
<i>Iowa</i> —Highland, 1; Clyde, 1; Mineral Point, 1; Arena, 1	4
<i>Jackson</i> —Manchester, 1; Alma, 4; Albion, 1; Adams, 3; Melrose, 1	10
<i>Jefferson</i> —Jefferson, 2; Milford, 2	4
<i>Juneau</i> —Marion, 1; Clearfield, 4; Kildare, 4; Lemonweir, 1	10
<i>Kewaunee</i> —Pierce, 6; Ahnapee, 2; Red River, 3; Franklin, 5	16

<i>La Crosse</i> —Greenfield, 3; Barre, 2; La Crosse City, 2.....	7
<i>Lafayette</i> —Center, 1; Belmont, 1; Fayette, 1; Monticello, 2; Benton, 1; Argyle, 1; Wayne, 2; Gratiot, 1.....	10
<i>La Pointe</i> —Bayport, 2; Bayfield, 1.....	3
<i>Manitowoc</i> —Maple Grove, 3; Rockland, 3; Buchanan, 2; Cooperstown, 2; Cato, 6; Eaton, 5; Schleswig, 4; Manitowoc Rapids, 5; Meeme, 1; Mishicot, 3.....	34
<i>Marathon</i> —Marathon, 3; Berlin 4.....	7
<i>Marquette</i> —Douglas, 1; Moundville, 2; Westfield, 1.....	4
<i>Milwaukee</i> —Granville, 1; Wauwatosa, 1.....	2
<i>Monroe</i> —Le Roy, 3; Olifton, 2; Eaton, 3; Leon, 5; Greenfield, 10; Wellington, 4; Wilton, 5; Sparta, 4; Tomah, 3; Glendale, 5.....	44
<i>Oconto</i> —Pensaukee, 4; Oconto Village, 2; Suamico, 1; Stiles, 1; Ocon- to, 2;.....	10
<i>Outagamie</i> —Greenville, 1; Center, 4; Grand Chute, 3; Buchanan, 1; Lib- erty, 2; Freedom, 1.....	12
<i>Ozaukee</i> —Belgium, 1.....	1
<i>Pepin</i> —Lima, 2.....	2
<i>Pierce</i> —River Falls, 2; Clifton, 1; Diamond Bluff, 2; Prescott, 4; Oak Grove, 3; Pleasant Valley, 4; El Paso, 1; Martell, 3; Isabelle, 1.....	21
<i>Polk</i> —St. Croix Falls, 2; Osceola, 2.....	4
<i>Portage</i> —New Hope, 5; Belmont, 8; Linwood, 4; Pine Grove, 4.....	21
<i>Racine</i> —Caledonia, 1; Racine City, 10; Yorkville, 1.....	12
<i>Richland</i> —Richwood, 2; Forest, 2; Ithica, 2; Rockbridge, 3; Richmond, 1; Buena Vista, 1; Sylvan, 2; Richland, 2; Akan, 3; Bloom, 2...	20
<i>Rock</i> —Beloit, 2; Fulton, 4; Rock, 1.....	7
<i>Sauk</i> —Excelsior, 3; Winfield, 2; Bear Creek, 2; Woodland, 2; Green- field, 1; Dellona, 1.....	11
<i>Shawano</i> —Shawano, 3; Richland, 1; Bell Plain, 3.....	7
<i>Sheboygan</i> —Hermann, 1; Rhine, 5; Russell, 1.....	7
<i>St. Croix</i> —Hudson, 2; Pleasant Valley, 2; Rush River, 3; Erin Prai- rie, 1.....	8
<i>Trempealeau</i> —Gale, 2; Sumner, 3.....	5
<i>Walworth</i> —Delavan, 3; Whitewater, 5; Hudson, 1.....	9
<i>Washington</i> —Hartford, 1; Addison, 1.....	2
<i>Waupaca</i> —Matteson, 3; Farmington, 2; Dayton, 2; Little Wolf, 3.....	10
<i>Waushara</i> —Richford, 2; Marion, 1; Mt. Morris, 2; Coloma, 1; Dakota, 1; Bloomfield, 3; Saxeville, 1; Plainfield, 1.....	12
<i>Winnebago</i> —Omro, 2; Winchester, 1; Oakkoah, 9.....	12
<i>Wood</i> —Rudolph, 2.....	2
Total	600

Superintendent of Public Instruction in Account with State of Wisconsin.

1860.	Or.	Dr.
April 20, To Dictionaries received on purchase, as by act of Leg- islature, approved, March 15, 1860. (See General Laws of 1860).....		600
By distribution as above, as per vouchers in this Of- fice.....	600	
Total	600	600

APPORTIONMENT.—(*See Appendix A.*)

5. Upon the 10th day of March, 1860, an apportionment of School Moneys, was made upon the basis of 50 cents per scholar. In accordance with Section 1, Chapter 99, of General Laws of 1860, a second apportionment will be made upon the 20th of this month. In the absence of any instruction upon this point, I have decided to make this apportionment upon the same basis as that of last spring, for the following reasons:

1. It is properly a portion of the income of the year 1860. On account of extension of time for paying interest, it was not in the Treasury until a few months after the time of the spring apportionment:

2. The constitution provides that each town shall raise a tax equal to one-half the last apportionment of School Money, or forfeit its next share of Public Money. It will make no difference to the towns whether the December apportionment be considered a part of the income for 1860 or 1861. At the time of notifying the county boards what sum it would be necessary for each town to raise by tax, to secure the next apportionment, the reports for 1860 were not all in, and consequently no just calculation could be made upon the basis of the census for 1860, not yet fully complete. I then took the census of 1859, and upon this basis must the apportionment be made by Town Superintendents.

3. The reports of any one year are made the basis for apportionment of the year following. Those of 1860, by common usage, can only be made the basis for distribution of the income for 1861. All distributions for 1860 must, for the same reasons, be made upon reports of 1859.

I was assured by the Treasurer that a sum, sufficient to allow an apportionment of 14 cents per scholar, would be in the Treasury by the 20th of December. Knowing before hand the exact amount to be apportioned, I have prepared a table of both apportionments.

The reasons for providing for an extra apportionment of school moneys, were: 1. That the schools might have the benefit of the money heretofore suffered to lie in the Treasury until spring, and, 2; To balance the inconvenience arising from a change of time for making the apportionment from March to June. This change, it was hoped, would secure the distribution of the whole income for the year. By act of Legislature, for several years past, 20 per cent. of the

interest due the School Fund, has been allowed to lie in the State Treasury for nearly a year. The extension of time for paying interest, was strenuously opposed last winter, but without success. Under the impression that this matter of extension would be annually acted upon and carried, it was thought best to make it a permanent matter, as may be seen by Chapter 99, General Laws for 1860. It is better that the whole income should be withheld three months, than that a rapidly increasing per centage of it should be withheld for a year. The hope of extension of time for paying interest, fostered by the action of the Legislature from year to year, was rapidly increasing the amount for which such extension was made.

The whole apportionment for the year 1860, is therefore, 64 cents per scholar. The following table will show how much money is raised per scholar, by tax, for teacher's wages, including the tax levied by the County Board, which ought to be used in payment of teachers' wages. It will be seen that the expense per scholar to the people, is greatest in the less thickly settled counties. This furnishes an argument in favor of populous districts as to expense of schools :

Adams County,.....	\$1 64
Bad Ax	1 28
Brown	76
Buffalo	2 28
Calumet	1 63
Chippewa	2 95
Clarke, ...	8 49
Columbia	1 48
Crawford	1 40
Dane	1 43
Dodge	1 21
Door	2 42
Douglas	6 13
Dunn	3 27
Ken O'aire	2 58
Fond du Lac	97
Grant	1 14
Green	1 17
Green Lake	1 73
Iowa	1 15
Jefferson	96
Juneau	1 88
Kewaunee	99
La Crosse	1 12
La Fayette	90
La Pointe	11 19
Manitowoc	1 57
Marathon	3 32
Marquette	1 86
Milwaukee	1 44
Monroe	2 47
Oconto	3 62

Outagamie	1 90
*Ozaukee	38
Pepin	1 11
Pierce	2 79
Polk	4 30
Portage	2 15
Racine	2 01
Richland	1 40
Rock	1 95
Sauk	1 70
Sheboygan	1 25
St. Croix	2 48
Trempealeau	2 39
Walworth	1 69
Washington	68
Waukesha	1 89
Waupeca	2 06
Wausara	1 89
Winnebago	1 96
Wood	4 13
Average, omitting Ozaukee,	2 27

Kenosha, Jackson, and Shawano, do not report the amount of money raised for teachers' wages.

In comparing the amount apportioned per scholar, since the organization of the State, I find the following result:

	Number of Children between 4 and 20.	Amount of Apportionment per scholar.
1849, ...	70,457	
1850, ...	92,047	8 3-10 cents.
1851, ...	111,431	50 "
1852, ...	124,783	48 "
1853, ...	138,979	45 "
1854, ...	155,125	72 "
1855, ...	186,960	80½ "
1856, ...	213,836	70 "
1857, ...	241,545	66 "
1858, ...	264,077	75 "
1859, ...	278,871	64 "
1860, ...	288,964	64 "

The apportionment of each year is made upon the reports of the preceding year, leaving 1849 without an apportionment.

It is probable that the income of the School Fund has reached its maximum, at least relatively so. It cannot increase as rapidly as the number of children increases. The apportionment for this year includes all the legitimate income of the year, and in addition thereto, the amount that remained over of interest unpaid at the time of the apportion-

* Evidently a mistake.

ment of 1859. The next apportionment will only embrace the legitimate income of the year 1861.

It is but just to add, that the people will receive, in the form of libraries, if the Legislature perfect the system, 10 per cent. more than already apportioned.

Supposing the income to remain the same as for the present year, and the children to increase as in years past, before those now entering upon school age shall have reached its further limit, the amount apportioned will be but little more than twenty-five cents per scholar. This is not so bad as it may at first seem. If the number of districts be not much increased, and a wise policy will prevent their increase to any great extent, each district will receive nearly as much as before. Farther than this, the wealth of the district will increase as rapidly as the population, and thus the necessity of aid from the State will be diminished. The aid given by the State should be designed rather as help to those who help themselves, than as a support for those who make no effort on their own account. A glance at the table given above will show that the actual expense of school decreases as population increases.

The whole amount of School Fund Income, less expenses of printing and clerks, is \$204,568,12.

It has been distributed as follows :

Spring apportionment.....	\$139,835 33
December apportionment.....	89,138 12
Library Fund.....	19,879 68
Journal of Education.....	8,315 00
Dictionary purchase.....	2,400 00

In comparing the amount apportioned with the number of children reported last year, some discrepancies will appear. They are to be explained by the discovery of clerical errors, after the report of 1859 was issued, and previous to the apportionment. The spring apportionment includes \$56,32 to make good an error made last year.

The report of 1859 gives.....	278,871 children.
Errors of clerks were discovered to the number of.....	687 "
Corrected, ...	279,558

An apportionment of 64 cents will give.....	178,917 12
Adding error of 1859,.....	56 32
	<u>\$178,973 44</u>

Which balances the sum of the two apportionments given above.. \$178,973 44

III.—EDUCATIONAL AGENCIES.

SCHOOL FUND.

1. From October 1st, 1859, to Sept. 30th, 1860, there was paid into the Treasury, as interest upon School Fund Loans, and School Lands, the sum of \$156,348.27.

At 7 per cent. interest, this would show a productive fund of \$2,233,546.71.

During the same period there was paid upon Swamp Lands, and Loans from the Drainage Fund, the sum of \$29,721.37, which, at 7 per cent., would show a Productive Fund of \$424,591. One-fourth of this fund, or \$106,147.75, properly belongs to the School Fund.

The whole Productive Fund for the fiscal year, ending Sept. 30, 1860, may be stated as follows:

School Lands and School Fund Loans,.....	\$2,232,546.71
Swamp Lands, one-fourth,.....	106,147.75
Total Fund,.....	<u>\$2,339,694.46</u>

Of the lands already surveyed, the State holds 115,600 acres of 16th section lands, which have never been sold. These lands are appraised at \$1.25 a \$1.50 per acre. Taking the lowest appraisal, these lands will bring to the State, when sold the sum of \$144,500.

School Lands forfeited, and not yet resold are as follows:

For 1854, '55, '56, and '57.....	5,800 Acres.
1858.....	15,560
1859.....	91,480
1860.....	<u>240,000</u>
Total not re-sold.....	352,840

These lands were appraised at \$1.25 to \$4 per acre. At their lowest appraisal they will, when sold, add to the School Fund the sum of \$441,050.

Swamp Lands unsold can not be stated. There are ready for market, or nearly so, about 500,000 acres.

The amount forfeited and not yet re-sold is as follows:

1858.....	48,060 Acres.
1859.....	160,440
1860.....	<u>280,000</u>
Total unsold and forfeited.....	988,520 Acres.
One-fourth of this for School Fund would amount to.....	247,130 "

Which, at an appraisal of \$1 25 per acre, would further increase
the School Fund \$308,912 50

Under the supposition that the unsold lands and the forfeited lands will eventually be sold at their minimum appraisal, the Fund, if not still further depleted, will stand as follows :

Productive Fund 1860.....	\$2,339,694 46
16th Section Lands unsold.....	144,500 00
" " forfeited and not re-sold	441,050 00
Swamp Lands unsold.....	156,250 00
" " forfeited and not re-sold.....	152,662 50
 Total	 \$3,234,156 96

NOTE.—The above does not include the 16th Section Lands that will go to increase the School Fund from parts of the State not yet settled, nor the Swamp Lands not ready for market, nor the 140,000 acres claimed from General Government, nor the 5 per cent. proceeds of the sale of Public Lands withheld by General Government. From these sources the Fund may be increased, but it is impossible to tell how much increase may be expected from them, and for this reason I have not included them.

The following letter from the School Land Commissioners, will show what are the prospects of increase from sale of lands :

Hon. J. L. Pickard, State Superintendent :

DEAR SIR,—Answering your favor of the 13th, asking the opinion of the School Land Commissioners as to “the prospects of increasing the School Fund from the sales of unsold and forfeited lands, and whether the lands now in market are likely to bring, on an average, one dollar and a quarter per acre within ten years,” I have to say—to your first inquiry :

The Commissioners share in what seems to be a prevailing impression, that there will be more inquiry for school and other lands belonging to the State, for a year to come, than in any one of the three preceding years. The abundant harvest of the past season has induced a better feeling in regard to property in lands, and at the same time supplied greater means to buy with, in the hands of the class of citizens likely to want lands for actual settlement. With no panic intervening, in currency or prices, the sales of land the present year, will, doubtless, be very largely in increase over those of any recent year.

The total cash receipts from sales of lands by the State, for the fiscal year ending September 31st, 1860, are as follows :

From School Lands sales,	.	.	.	\$4,252 25
From Swamp Lands sales,	.	.	.	4,854 01
Total,	.	.	.	<u>\$8,606 26</u>

Leaving due on Certificates—

From School Land Sales,	.	\$88,143 99
From Swamp Land sales,	.	84,944 00
		<u>73,087 99</u>
Total,	.	\$81,694 25

One fourth of the net income of the fund derived from sale of swamp lands, inures to the benefit of the school fund.

In reply to your second inquiry, the Commissioners are quite agreed and confident in the opinion that could the State lands be all graded by an honest and careful appraisement, having regard to their real value for sale to actual settlers, without allowing speculators to make a profit between the State and those who want them for occupancy and cultivation, the State might realize within ten years from their sale, a sum equal to one dollar and a quarter per acre for the whole. By the present system, selling such lands at ten shillings per acre as speculators find chance for gain in buying at that price, and retaining the *culted* lands, holding them at the same price—the State must fall far short of realizing, within ten years, or ever, to equal the average you name.

In behalf of the Commissioners,

I remain, yours respectfully,

L. P. HARVEY,

Secretary of State.

Of the Forfeited Lands for 1860, I am informed less than 7 per cent. were redeemed or re-sold at the sales of November, 27th.

The following letter from His Excellency, Governor Randall, will show the condition of the claim of this State against the General Government. In previous reports this subject has been dwelt upon at sufficient length. The letter will speak for itself:

“EXECUTIVE OFFICE,
“Madison, Dec. 15, 1850. }

“Hon. J. L. Pickard, Superintendent of Public Instruction:

“DEAR SIR,—Your letter, inquiring in regard to the position of the Commissioner of the General Land Office, relative

to the five per cent. of the proceeds of sales of public lands, &c., is received.

"The Commissioner has refused to settle with the State, unless the State will allow, as an offset to its claim, a pretended claim of the General Government against the State, growing out of the disposition of lands granted to aid in the construction of the Milwaukee and Rock River Canal.

"The pretence of the Commissioner is unconscionable. By an arbitrary rule, the Government withholds not only the five per cent. due the State, but also more than three hundred thousand dollars for swamp lands, sold by the Government, which belonged to the State. These moneys are withheld in defiance of the law and without any good reason. Nothing efficient has been done in Congress for our relief.

"Obstacles have been thrown in the way of the settlement of our claims by the Canal Company or its agents, both before the departments and the Congressional committees. I have no doubt, however, that within the coming year, if proper efforts are made, all these claims of the State against the Government will be satisfactorily settled.

Very respectfully,

ALEX. W. RANDALL."

In addition to amount from sale of lands, another source of increase to the School Fund is found in fines and forfeitures, &c. This increase may be estimated at a little more than \$2,000 per annum. Since 1855 the average increase has been \$2,256 75. The amount realized does not vary much since the law providing for agents to collect these fines was repealed. By these agents more was collected, but their fees consumed the excess.

The forfeited lists for 1860 show a forfeiture of about 6,000 tracts of 16th Section lands, or 240,000 acres, at an appraisal of \$1 25 per acre, making a loss to the immediate productive fund of \$360,000.

Adding to this the fourth part of 280,000 acres forfeited from Swamp Lands, and the loss to the immediate productive fund will be, in addition to the \$360,000 given above, \$37,500; making the total loss \$447,500. By the sales of November 27th, this amount has been decreased about \$31,325; leaving the actual loss to the immediate productive fund \$416,175; diminishing the annual income \$29,132 25. This diminution has been felt the present year, and will be felt each year until the lands are again sold. The lands still remain as the property of the State, and may at some time be re-sold. In many cases, however, the lands forfeited are

almost absolutely worthless, so that the fund must suffer a loss, unless some plan of gradation of lands be adopted. It is futile to expect that the State will realize all that is due on the lands forfeited. Interest, taxes, penalty and forfeiture added to the appraisal will, in very many cases, prevent the sale. This subject should receive earnest attention. I would recommend that the 16th section lands now unsold be thrown open to *actual settlers* in tracts of from 40 to 160 acres; that no advance payment be required, except the annual interest of 7 per cent. To secure actual occupancy two years interest might be required in advance. The settler should have the privilege of purchasing the land at any time after a term of seven years, or of retaining possession for any number of years, during which he pays the annual interest. The objection that settlers would go upon the lands for a year or two and strip them of whatever is valuable and then forfeit them, is an objection in force against the present system, and it must be met in the same way, by the faithfulness of the officers whose duty it is to protect the School Lands from trespass, beyond what is absolutely necessary to occupancy and improvement. By glancing at the list of forfeited lands it will be seen that a very large share is held by non residents. It appears to me that this measure would secure the settlement of these lands and eventually their sale, or in case of forfeiture, they would come back to the State increased rather than lessened in value.

Aside from the loss to the *immediate* Productive Fund, the following extracts from the Report of the School Land Commissioners will show an absolute loss in the matter of loans:

"MORTGAGED LANDS FORFEITED IN 1858-9.

"We have endeavored by inquiries and a somewhat extensive correspondence, to gather reliable information concerning the value of the mortgaged lands forfeited to the State in 1858 and 1859, and also as to the responsibility of the mortgagors.

"The number of forfeited mortgages in 1858 was: School Land Loans, 49; Drainage Fund, 2. Total, 51. These Lands were mortgaged to secure loans amounting to \$23,628 89, and now bid in by the State for \$1,195 30. The actual value of these lands at average selling rates, as shown by correspondents' estimates, is \$5,200.

"The number of forfeited mortgages in 1859 was: School Land Loans, 102; University, 3; Drainage Fund, 11. Total, 116. These are held by the State as security for loans

amounting to \$51,811. The actual value of these lands at average selling rates is estimated by correspondents at \$22,870. Probably they would not bring half that sum under the hammer. But if they are sold at the highest estimates, the State will lose over \$46,000 during both years. As many outside city and village lots are included in this forfeited list, we have adopted rules which will probably save the State from loss on such loans in future. No unimproved outside lots are received as security; and all improved lots so received must be worth, apart from perishable improvements, three times the amount of the loan granted. We have also inserted a clause in the appraisers' affidavit blanks which makes it imperative on the officers personally to examine the land with a view to the particular appraisal in question."

The Commissioners make many excellent suggestions upon the care of the School Lands, which should be very seriously considered by the Legislature.

The legislation of last winter bearing upon this subject was wise, and I trust it may be allowed time to prove itself so.

Excessive county taxation has been the cause of many forfeitures. To this there was no check so long as the State gave the county credit for its full tax on State Lands. Chapter 306 of Laws of 1860 furnishes an excellent check on this source of injury to the School Fund, and will in the end prove beneficial to the counties themselves, as it will secure a term of years of lighter taxation in lieu of one or two years excessive taxation. At the same time it will increase the wealth of the county promoting settlement.

The design of the Legislature as expressed in section 26 of chapter 28 of Revised Statutes seems to fail of execution, from the fact that the Commissioners have not before them any means of knowing what are "pine lands." It is not to be expected that purchasers will indicate what lands are "pine lands," and thus subject themselves to the necessity of paying the full purchase money in advance. The Swamp Lands should be appraised and the "pine lands" designated in the appraisal, so that the Commissioners may have before them authority to demand full purchase money in advance. This may prevent the immediate sale of these lands, but must secure their sale as fast as demanded, without any danger of loss to the State. The immediate expense of such appraisal will be more than counterbalanced by the ultimate benefits to be derived from it.

The causes of large forfeitures may be briefly stated as follows :

1. Many of the lands were sold when speculation ran high, and purchasers have failed to realize their expectations.

2. The lumbering interests of the State have been seriously crippled during the past three years, and purchasers of pine lands have no inducements longer to continue paying interest. It may be well for the State that such is the case. Judging from the past, the lands would have become less valuable each year. The State, with proper care, may realize more from them than it would have done had the financial revulsion been delayed a few years.

3. Excessive taxation of non-resident landholders. From some of the counties where the largest amount of forfeited lands is found, the taxes are from 7 to 27 per cent. of the appraised value of the lands as sold by the State. Much of this land will in a few years be eaten up by the taxes. Were these lands rapidly increasing in value, so large a per centage upon their first cost might be very light taxation after all. With the Swamp Lands it can hardly be said that any great increase of value above the appraisal is justly expected. The very fact of their forfeiture indicates no great increase in value. Admitting them to have doubled in value, and taking the very lowest per centage of taxation it would give \$ 1.2 per cent. upon their valuation, an unusual rate of taxation anywhere.

2.—SCHOOL OFFICERS.

There are in the State 743 Town Superintendents, and 12,633 District Officers, besides the members of City Boards of Education, and the two extra officers required in each Union School, as established by law. The County Clerks, also, and the County Treasurers become school officers, either in making reports or distributing moneys. The whole number of officers directly connected with the schools of the State cannot be less than 13,500. Of these officers the Town Superintendents and Districts Clerks to the number of almost 5000, are the most directly connected with, and responsible for the prosperity of our schools. The officers of the several towns and districts should be men of education, good common sense and practical honesty. These requisites are enforced by two considerations. 1. The interests of the State so essentially depend upon the right education of her citizens; and 2. The pecuniary interest, as shown by the large amount of money annually expended for schools.

The first of these considerations should be of most weight, yet is so intimately related to, and in some cases dependent upon the second, that they may not be considered separately.

The question whether any change is needed in number or prescribed duties of school officers, is one proper to be considered here.

I would advise a change from *Town Superintendency* to a system of

COUNTY SUPERINTENDENCY.

Rather, I would transfer the duties of the Town Superintendent, so far as regards examination of teachers, and general supervision of the schools to a County Superintendent, making the Town Clerk ex-officio Town Superintendent, so far as distribution of moneys, and transmission of reports are concerned.

My reasons for deeming a change necessary, may be briefly stated.

1. The system of Town Superintendency has not the confidence or support of a large majority of the people.
2. It has not, in itself, the elements necessary to secure that confidence and support.

Frequent interviews with the most prominent educational men of this and other States, and letters from all parts of the State, from many Town Superintendents themselves, are the ground of my first statement. Here I would introduce testimony extracted from letters written on this and other subjects:

Says one:

"I have seen little good from the office of Town Superintendent. I think a County, or Assembly District Board, whose chairman shall be Superintendent, would suit better than any thing I have heard proposed.

Another writes:

"I believe that a County Superintendency would greatly improve our school system. Without increasing the expense, it would secure more efficient supervision, more thoroughness and uniformity in the examination of teachers, improved modes of instruction and discipline, better text books, and in all respects improve the condition of the schools of the State."

Another :

"Let us have County Superintendents by all means. The present arrangement is next to worthless. Our schools, under it, have no supervision at all. I speak of the *general* working of the system. There is, occasionally, a man elected superintendent of a town, who will sacrifice his time and neglect his business, to visit schools and do what he can for them; but such men are rare.

"If we can have County Superintendents who are competent men, something could be expected from their individual supervision of schools, and their unity of action and effort as a State Board."

Another writes :

"An examination by one or more county examiners, would obviate, very considerably, the evils now felt, which result from the present method of examining and licensing teachers. I am not clear that it would be possible for a county officer to give all the personal supervision necessary to all the schools in the county, or that the community would be satisfied with what he could give, though, to be sure, the schools get next to none now. Might not a town officer have special supervision in his own town, subject to the general supervision of a county officer, by whom all certificates to teachers should be granted?"

Testimony like the above is abundant, but I will give place to witnesses, who have tested the matter thoroughly in other States. They are men of large experience, and know "whereof they affirm." Their testimony will be found to favor County Superintendency, as opposed to Town Superintendency.

Says the Hon. H. H. Van Dyck, Superintendent of schools for the State of New York, "The experience of another year, and a wider range of observation, enable me to speak in renewed terms of commendation of the system of school supervision in operation in this State. Two things are the necessary concomitants to this favorable expression. These conditions are, a proper discrimination on the part of the electors exerted in the choice of School Commissioners and a willingness on the part of that officer to discharge his whole duty. I speak advisedly in saying, that where these requisites are conjoined, there no substantial complaint against the system will be heard. * * * Least of all should there be a disposition for change, *unless something better than the doubly*

exploded system of Town Superintendents can be presented for legislative action. Neither in point of independence, efficiency or economy, can that system be commended to favor. * *

It will not be regarded as an arrogant assumption to claim for men who have had the opportunity of looking over our school system in its workings, throughout the State, of observing its defects and studying their appropriate remedies—a weight of judgment in such matters exceeding that of persons whose experience is often limited to a very narrow compass. In this view it may not be amiss to remind the legislature that every State Superintendent of Schools, in every report issued from 1848 to 1856, speaks in derogation of the system of Town Superintendents, and urges the adoption of some mode of supervision analogous to that now in operation.”

Says the Hon. J. M. Gregory, Superintendent of Schools of Michigan :

“ We have tried the township system from the first organization of our State, and the almost universal testimony of the people, including Township Inspectors themselves, is, that the inspection of teachers and schools under it is nearly worthless.”

Hon. Anson Smyth, School Commissioner of Ohio, writes, after referring to his objections to the county system :

“ It is my opinion that a large majority of the active friends of education in this State, are coming to the conclusion, that it would be well to test the usefulness of the office of County Superintendent. I have no doubt that, in many respects, such an office would be greatly advantageous to all educational interests, and it may be that I have overestimated the importance of my objections to its creation.”

That the system of Town Superintendency has not in itself the elements necessary to secure the confidence and support of the people, appears from these considerations :

1. It is an office that occupies little time, yet enough to interfere seriously with other duties, without furnishing compensation that will warrant a suspension of regular business. A few are found able and willing to make the sacrifice, but these are but rare exceptions. It is thus made subordinate to all other work, receiving as little attention as can be bestowed upon it, and that of so hurried and superficial a character as to be little worth.

2. This almost necessarily superficial work is so distasteful

to men of proper qualifications for the office, that they will refuse to serve, thus leaving it in the majority of cases to men of inferior qualifications. The minority embraces gentlemen of good education, whose interests lie in the direction of popular education, and who, on that account, are selected as teachers, and for that very reason should not hold the office of Superintendent.

8. Many Superintendents do teach. It is natural that they should desire situations in their own towns, and the best that can be secured. This is not objectionable, except so far as it may excite in the mind of the Superintendent jealousy of competing applicants for the same place, and by this means warp his judgment in regard to their qualifications. This is not mere theory. Practice of this kind has prevailed in some towns of the State. Presuming these to be very rare exceptions, as I trust they may be, there still lies this objection, that the Town Superintendent who teaches will make his own qualifications the standard by which to judge of others, and not in all cases to his own disadvantage. Should the system of Town Superintendency be continued, I cannot but feel that the interests of the schools would be promoted by prohibiting any Town Superintendent from teaching in his own town. Many of our Town Superintendents are our best teachers, it is true, but the impropriety of their sitting in judgment upon their own work is so apparent, that I would urge some change which shall leave them free to teach, and yet shall relieve our schools from what I feel to be a source of injury. The change to a County Superintendency, so far as examination is concerned, would effect this object, as well as secure other good ends.

There seems to be a legal impediment, as well as impropriety, in the way of allowing Town Superintendents to teach in their own towns. The law contemplates a supervision of all the schools of the State by some person or persons outside of the schools themselves. A Superintendent teaching in his own town leaves his school without the supervision designed by the law. An officer from another town, who has granted the certificate by reason of a special provision of law, has no power conferred upon him by law to go out of his own town to inspect schools, and it is difficult to see just how that power could be conferred upon him without adding to difficulties already existing, and increasing jealousy already troublesome enough in its effects.

4. By reason of an acquaintance with the officers who employ teachers, it is very rarely the case that *all* teachers desired for the town receive an impartial examination. So long

as human nature is what it is, consanguinity or warm friendship, or prejudice, will warp the judgment of the examining officer.

5. Teachers refused a certificate in one town, under the present system, are not incited thereby to energy and activity in fitting themselves for their work. By application to a Superintendent of some adjoining town the certificate can be obtained. The efforts of the best officers are thus thwarted, and little can be accomplished on the whole. The town blessed with a good faithful officer, will not make its own influence felt for good so much as it will feel and suffer from the influence of its less favored neighbors. Such has been the case in the past. This introduces another and a very important objection to Town Superintendency.

6. It is impossible through this agency to secure any thing like uniformity, or to make any influence from the department of Public Instruction felt throughout the entire State. Unity of action is essential to success in any enterprise. A body, with any of its members working inharmoniously, or not working at all, can not be a healthy body.

It is not necessary to enlarge upon the points suggested above. Experience of eleven years enforces them.

Having stated briefly my reasons for urging an abandonment of the Town Superintendency, I propose a substitution of a County Superintendency. Its advantages should be briefly stated.

1. Where tested it meets with favor from the best educational men.

2. The system commends itself to all candid men in its adaptation to the work to be accomplished by it.

For testimony upon the first proposition I would refer to quotations from correspondence given under the head of objections to Town Superintendency.

In support of the second proposition, I would urge :

1. The office requires the full time, and, therefore, the undivided energies of the man holding it. It can never hold a secondary place with the man who faithfully executes its trusts.

2. The salary that can easily be paid in the large majority of the counties of the State, (without materially increasing the expense of the present system,) would secure the best talent and the services of practical educators, men who would in their work improve their own qualifications for it.

3. It will secure an examination of teachers by men who can not be brought into competition with those who present

themselves for examination, thus securing impartiality and greater thoroughness.

4. As the examinations by county officers must be made at set times, it would secure public examinations of teachers, which would be of great advantage to the schools of the State. A day set apart for such examination would insure greater care and more thoroughness on the part of examiners; would discourage applications from unqualified teachers, and would give the public in general, and school officers in particular, an opportunity to judge of the real and relative merits of those examined. Private examinations, required as they may be at any time, must often be inconvenient to the examiner, and therefore superficial and unsatisfactory. Under such circumstances, certificates will often be given which would have been denied had those interested been present and prepared by personal knowledge, to sustain the examiner in his refusal of a certificate.

It is right that a matter which affects so vitally the dearest interests of the people, should be open to their inspection. It will secure better qualified teachers, and diminish fault-finding with those who are employed.

5. Admitting that a County Superintendent would be influenced in his judgment, as well as a Town Superintendent, by acquaintance with the parties for whom he is acting, it can affect only one town in a county, instead of all, as under the present system.

6. Let the teacher feel that a refusal of a certificate disqualifies him to teach in any town, and we shall have more effort put forth by teachers in qualifying themselves for the post they desire. The lazy will be spurred to activity, or compelled to leave the places they are unfit to fill. The honest and faithful will be encouraged. The diligent will be rewarded, and all true teachers will be inspired by the thought that they are not to be brought into an unsuccessful competition with those, who, through want of qualifications, or sheer laziness, would disgrace the places they seek. Teachers very justly demand that they shall be protected from the mere hangers-on of their profession. A system which shall secure uniformity of examination throughout a county, will furnish this protection.

7. Through county examiners, who should be brought into close correspondence with the State Superintendent, uniformity of examination may be attained throughout the whole State.

Such are the theoretical advantages of the system of Coun-

ty Superintendency. Do its practical workings establish the theory?

Let the following quotations answer the query.

The Superintendent of Public Instruction, of Pennsylvania, in his report for 1856-57, makes the following concise statement of benefits derived from the system in that State."

1. "Organized, well-attended, and efficient Institutes and Associations, by teachers, for self-improvement.
2. "Largely increased interest by Directors (School Boards) in the duties of their office.
3. "Improvement in school houses and furniture.
4. "Great increase in uniformity of text-books, and improvement in classification.
5. "The enlargement of the number of promising, qualified teachers in the profession, and the retirement of far more who were found to be incompetent.
6. "Increase in the salaries of teachers, and in their standing and influence as members of society.
7. "Manifest improvement in the schools, with a strong tendency towards grading them, and the introduction of a more liberal course of study.
8. "More frequent visits to the schools by parents, and a greater interest on their part in the means provided by the State for the intellectual culture of their children.
9. "Numerous public examinations and exhibitions at the close of the term, well attended by parents, and showing a noble conviction on the part of teachers, that their duty has been so discharged as not to fear the public eye.
10. "Strong emulation, not only between neighboring schools and districts, but between neighboring counties, and different and distant sections of the State.
11. "Marked improvements in the *methods* of teaching, and more interest in the literature of the profession.
12. "A pervading consciousness of the necessity of more and better means for the education of teachers as such, and a determination to secure them at the earliest possible period."

I quote still further from Pennsylvania, for there the system has been most fairly tried.

In some of the details of the system [our circumstances require a deviation from theirs.

Much has been already done in this State, or is being done through other agencies, that was left to the County Superintendent of Pennsylvania to do. Yet the general results so clearly expressed in one of the following communications, may be anticipated with us.

Try - show adaptive in book, 63 - page 62

In a letter received from the Hon. T. H. Burrowes, State Superintendent of Schools of the State of Pennsylvania, in reply to an inquiry regarding the school system of that State, he places among "the qualities of their system, that give it strength and ability to sustain itself against attacks from every quarter—its friends as well as enemies"—

"Our County Superintendency, in its general outlines and effects, though yet the least perfect of our agencies."

The Governor elect of Pennsylvania, when Secretary of State, made the following report in relation to the system of County Superintendency. "It is the great medium of communication between this department and the schools; and while it has produced unity and harmony of action between them, it has secured to the system power and efficiency hitherto unattainable. It has excited enlightened and zealous friends of education, who have no official connection with the system to renewed interest in its success; and bright hopes for the future are now entertained by many, who had watched its uncertain existence and doubtful usefulness, with fears of its ultimate decay and abandonment."

"It has elevated the profession, and established some uniformity in the character and qualifications of teachers in theory and generally in practice; the incompetent and unworthy have been rejected, while the door has been opened wide for admission of the meritorious and qualified, and a stimulus has been given to study and self-improvement."

An important consideration must not be here overlooked; the comparative expense of the two systems.

Right views embrace results attained, and estimate the value of "a system not by its cost in dollars and cents, but by the effects it produces. Any measure which elevates the teacher, benefits the school and thus secures a wiser expenditure of money. Each county, upon an average, expends \$12,000 annually for schools. Could the schools be improved ten per cent, the gain would considerably more than pay the salary of an efficient officer. In towns, where an efficient inspection of teachers, and supervision of schools has been carried out after the plan suggested above for County Superintendents, schools have been improved, to my personal knowledge, more than 50 per cent. But to meet the pecuniary objection in the spirit in which it is urged.

The average number of towns in each county of the State, is 14. The bill of a faithful Town Superintendent is not less than \$40, for each year. In some towns it has reached \$70. If all the work required be done, it cannot be less than \$50 on an average, or \$700 for the county. To this must be add-

ed the expense to the county of copying reports of Town Superintendents, now done by County Clerks, but which should be transferred to the County Superintendent's duties. We then have an average of more than \$700 per year. I have thus far made my estimates upon the supposition that the whole duty of the Town Superintendent is done. It would not be fair to assume any other basis. I have taken, also, the average of counties. But taking things as they are, and not as they should be:

Dane county has 35 towns. The services of each Superintendent in the county cannot cost less than \$25 per annum.

Total for Dane County,	.	.	\$875
Rock County, upon the same basis,	.	.	500
Grant County	"	"	725

These are among the largest counties, and the cost is the lowest supposable cost. Each of these counties probably pays more than a good County Superintendent would cost it. For the present, and until the population of a county becomes from 12,000 or 15,000, it might be well to unite two or more of the less thickly settled counties of the State under one County Superintendent. With such an arrangement the system of County Superintendency could be but little, if any more expensive than the present system, and in no case could the increase of expense be at all commensurate with the benefits gained.

I have said nothing about the salary appropriate for a County Superintendent. This should be left with the counties themselves, beyond a minimum of 500 or 600 dollars, to be fixed by the Legislature. The salary, of course, would vary very much with the amount of work to be done, and the expense incident to traveling.

The work given to the Town Clerk, which now devolves upon the Town Superintendent, would be a trifling charge upon the towns, not exceeding \$5 in any one year.

Sim adopted in Wis.

DISTRICT OFFICERS.

The duty of District Officers is not merely, or mainly, to attend to the distribution of large amounts of money, but to see to the expenditure of moneys in a manner best suited to the wants of the district. They are exponents of the wishes of the people, whose representatives they are. They should

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be men not simply reflecting the will of their constituents, but [prepared to mold public sentiment in a right direction, and to act wisely in cases upon which, through ignorance or carelessness, the will of their constituents is not expressed. In the present apathy of the people, District Officers have great responsibilities resting upon them. Their powers should keep pace with their responsibilities. At present there is room for conflict in the powers conferred by law upon the District assembled in annual meeting, and the District Board. For example:

The District Board can contract with teachers without limitation as to the time of making such contract. The district at its annual meeting can regulate by vote the amount of money to be expended, the length of school to be taught, and the sex of the teacher to be employed. All these subjects have a direct bearing upon the contract. If the contract be made, previous to the annual meeting, with the teacher for the winter school, (as by law it can be made,) the district has power also by law to make that contract void, in whole or in part, by any one of the three acts named above. Either this matter should be wholly in the hands of the district or in the hands of the District Board. Cases very often arise in which a teacher who would suit the district, can be employed if the Board have full control of the matter, under such restrictions as common sense and common justice would dictate, whose services would be lost to the district if no contract could be made till after the annual meeting.

The Board are better prepared than the district, by virtue of their position, and the qualities that have entitled them to that position, to have control of the employment of teachers. In the large majority of cases no contract for the winter school will be made till after the annual meeting. The cases, however, in which it would be for the best interests of the district, that a contract be made previous to the annual meeting, are numerous enough to warrant conferring the power to make such contract upon the District Board. It is hardly supposable, that any Board would enter into a contract against the known wishes of an intelligent majority. If any fear be entertained of injustice, general instructions can be given in advance, which would bind the Board in their action. Any contract properly drawn and signed, should not be made void by the district at any time, unless for proper cause. The objections to conferring this power upon the board are rather imaginary than real, while the advantages to flow from such conferring of power are more real than imaginary.

The law provides that the District "Clerk shall contract

with and hire qualified teachers for and in the name of the district, which contract shall be in writing and shall have the consent of either the director or treasurer or both endorsed thereon," &c. The clerk is the contracting party, but cannot bind the district by any contract made without the consent of one or more of his associates. Under the impression that the majority of the Board, rather than the clerk, could make a contract, difficulties have arisen. It should be firmly settled that the director and treasurer cannot hire a teacher against the will of the clerk, and these troubles will cease. That the responsibility should rest with the clerk is evident from the fact, that some one person should be designated to attend to this duty, rather than two or three; and in the selection of clerk the district always looks for qualifications suited to the work required. Instances may arise in which the clerk sets himself resolutely against the will of the other officers. The remedy for this will be found either in submission to his superior judgment, or in a fine for willful neglect of duty. No district in the State need be without a school under the present law.

No one cause of complaint against the action of district officers presents itself oftener than the employment of relatives as teachers. Very much of this complaint is doubtless unjust, while, on the other hand, the judgment of the officers must be biased to some extent, and in nearly all cases, motives will be attributed, that will prejudice the qualifications of the teacher, neither to his own good nor that of the school. All other things being equal, it is better for the officer to make choice of others than his immediate relatives as teachers. The old proverb may well be applied here in all its force—"prophet is not without honor," &c.

Two evils have long enough held sway in the employment of teachers. The first is that of grading teachers' wages by the ages of the pupils taught. Any person at all familiar with the human mind, and especially in its early years, understands that superior qualifications are required in the one who lays the foundation of an education, while, in nearly all cases to our primary teachers, the lowest wages are paid. This secures the lowest qualifications, when the highest are demanded, or makes a suitable person occupying that important position, restless and unsatisfied, until, in the eyes of the world, a higher position is attained. In my estimation, the highest position attainable by a teacher is that of the primary teacher. Economy, justice, and a proper regard to the moral, mental and physical well-being of our children, demand that this position should be esteemed the highest. A

start in the wrong direction causes a waste of time and money, insures a distaste for the school room, cripples the child in his progress, and does an injury not repaired by after years. This subject demands more time than I can give to it in this report.

The second evil to which I would advert is found in the practice of seeking poor teachers for backward schools. It finds expression in the following words. "A. or B. is good good enough for *our* school. It is a very backward school and does not need a very well qualified teacher." The secret of this admission is found in the amount of wages paid, rather than in the good of the pupils. The reason urged for the employment of a poor teacher is the strongest reason that can be urged in favor of an opposite policy. If the school is backward, it is because the people are poor and are unable to secure a long term of schooling during the year, or because their previous teachers have failed in their duty. If the first be true, then should the time given to school be turned to the very best advantage. In point of economy a good teacher for less time will do better service than a poor teacher for a longer period ; in fact, the longer the term under an unqualified teacher the worse for the District. The people can not afford to waste their money, or lose the time of their children. Quality, rather than quantity, should be their motto. If the second supposition be true, then certainly it is high time that the apathy of the people be broken in upon, and their parsimoniousness no longer be allowed to run riot with the brains and hearts of their children. A shock that will be felt in their pocket-hearts is all that can arouse them to a sense of their right and duty to their children, their country and their God.

8.—SCHOOL TEACHERS.

None can deny the importance of this agency in our educational work. The earnest Teacher, who, forgetful of self, is ever mindful of the vast responsibility resting upon him ; who, quietly laboring in the work of self-culture and self-control, impresses upon the minds and hearts of his pupils the great lessons of self-culture and self-control ; whose whole spirit works like good leaven upon the spirits of those under his charge ; whose manners and habits of thought and action are worthy the imitation of all who see them ; who, with kindness and sympathy, and patience, guides the feet of the little searcher after truth ; who, in short, possesses the spirit of

the Great Teacher—such a Teacher is not only *an* agency, but *the* agency making all other agencies valuable. *Many, very many* such Teachers we have throughout the length and breadth of our State. To them we must look for the prosperity of our cause. That their influence may still be felt, they must in some way be secured against competition with those who rest their ability to teach upon their *certificate of qualifications* rather than upon the *qualifications* themselves. Where public sentiment is properly educated upon this point, there is no danger of such competition being at all successful. As things now are, I can see little hope of accomplishing everywhere the end sought in any better way than by the establishment of a county Superintendency, upon which enough has been already said.

Many Teachers reach the summit of their ambition when they have obtained a legal certificate of qualification. This certificate is of the same form throughout the State and for all Teachers. The examinations upon which these certificates are granted vary from the mere farce to that of the most thorough character. The Teacher barely rubbing through with the most superficial examination comes out of it with a paper granted by authority of law entitling him to stand legally beside the man who has spent years in fitting himself to pass creditably a most thorough examination. It is true that the earnest, honest Teacher will not place himself beyond his real merit. But, by the course now pursued, he is brought into competition with the man who rests upon his certificate and makes no effort to advance.

The State should by some means encourage those who will strive to qualify themselves better and better for their work, at the same time that it discourages mere mercenaries who can present no better evidence of their qualifications than their certificate.

A few Town Superintendents have undertaken, in advance of legislative action, to secure the advantages of what I would here urge, **A SYSTEM OF GRADED CERTIFICATES**. The result of such action is manifest in the condition of the schools under their supervision.

Since the system I would urge can only be successful under a firmly established County Superintendency, and for this reason its adoption must be a little delayed, I must satisfy myself with a brief synopsis of the plan, which, I trust, may at some future day be carried into effect.

1. There should be three grades of certificates.
2. Applicants for each grade should pass a prescribed examination. This examination, of course, would be uniform

throughout the jurisdiction of a County Superintendent, and, as far as circumstances would permit, should be throughout the State.

3. For each grade a certain per centage of correct answers should be required, before a certificate could be given.

4. The certificate, when given, should show the per centage of correct answers in each branch upon which examination was had.

5. Those persons presenting themselves for their first examination, should receive a certificate for the town in which they desire to teach, limited as to time.

6. One year's successful experience in the school room, added to a successful examination, should secure the applicant a second, or County Certificate, also limited as to time.

7. Three years' success as a teacher, added to a successful issue of the examination for the highest grade, should entitle the holder to a certificate good for the county in which he was examined, without any limit as to time. Such certificate should be good for any county in the State, when countersigned by the Superintendent of that county.

8. The persons holding these certificates may at any time be called to a re-examination by the proper officer, and upon good and sufficient reason, the certificate may be annulled.

Such a plan, in its general principles, would, I have reason to believe, promote the good of our schools in the following ways:

1. It would excite the teacher to study that he might be promoted, and as promotion would depend upon success in the school room, it would lead necessarily to more earnest endeavor to secure this success. It would give more stability and character to the work of the teacher, and thus secure more permanence in those who enter the work.

2. It would give employers better means of judging the qualifications of applicants for schools, and secure by this means a wiser expenditure of money.

4.—TEACHERS' INSTITUTES.

4. The nature and work of these Institutes have been admirably sketched by Dr. Barnard:

"They afford to the young and inexperienced teachers, an opportunity to review the studies they are to teach, and to witness, and to some extent practise, the best methods of arranging and conducting the classes of a school, as well as obtaining the matured views of the best teachers and educators on all the great topics of education, as brought out in

public lectures, discussions and conversation. The attainments of solitary reading will thus be quickened by the action of living mind. The acquisitions of one will be tested by the experience of others. New advances in any direction by one teacher, will become known, and made the common property of the profession. Old and defective methods will be held up, exposed, and corrected, while valuable hints will be followed out and proved. The tendency to a dogmatical tone and spirit, to one-sided and narrow views, to a monotony of character, which every good teacher fears, and to which most professional teachers are exposed, will be withstood and obviated. The sympathies of a common pursuit, the interchange of ideas, the discussion of topics which concern their common advancement, the necessity of extending their reading and inquiries, and of cultivating the power and habit of written and oral expression, all these things will attach teachers to each other, elevate their own character and attainments, and the social and pecuniary estimate of the profession."

So much for the theory. In regard to practical results, Dr. Barnard says, in the Connecticut School Report for 1853.

"The general opinion as to the utility of these Institutes, in their two-fold operation on the profession, and the community generally, has been confirmed by another year's experience. They have enabled even experienced teachers to refresh their memories as to the leading principles and facts of the several studies usually pursued in our district schools, by rapid reviews, and, in some instances, it may be safely said, by new and better methods of presenting the same to their pupils. They have brought the young and inexperienced teacher to profit in the work of self-improvement by hints, suggestions, and practical illustrations, from those who have acquired skill and reputation by years of laborious and successful experience. They have stimulated the older and the best teachers of the State, to renewed and more zealous efforts to perform their duties with even greater success. They have helped to awaken and diffuse a great degree of mental activity and professional feeling in the whole body of teachers. Beyond the circle of the profession, for whose special benefit they are held, these Institutes have interested a large number of citizens, parents, and young people, in the subject of education, the principles of school architecture, methods of teaching, the government of children in the family and school, and other leading features of school organization and administration."

Institutes have been held in more than half the counties of the State, under the direction of the agent of the Normal Board of Regents. There have been gathered together in these Institutes more than 2,000 teachers. The results, wherever they have been held, are apparent in an increased interest of the people, which lies at the basis of all progress in our educational work. No one can doubt their value as an educational agency. At the same time they are designed simply as awakeners to prepare the way for the establishment of more permanent normal instruction. From their very nature, they can but awaken teachers to an earnest desire for such improvement as may be furnished in Normal Schools.

The Board of Regents of Normal Schools has anticipated to some extent the wants of teachers by furnishing aid to such schools as will establish a normal department. In the present state of our school system, no better plan than the one now inaugurated could be devised. Previous to the last distribution of the Normal Fund, the policy pursued could not have benefited the schools of the State to any very great extent.

The plan last adopted was a wise one, and if it can be established, so that all schools applying for a share of the fund may rest upon it as a permanent provision, it will accomplish much good.

As an interest bearing upon the cause of popular education, and of course, coming within the sphere of my labors, I have assumed to introduce it here. I can most cheerfully commend to the legislature the work of this Board with the confident expectation that a settled policy will be pursued, and thus all just causes of complaint on account of frequent changes of regulations will be removed.

Two volumes of great value to teachers have been prepared and published during the year by Hon. Henry Barnard. These books are meeting with a ready sale as they certainly deserve. Dr. B. has given such an impetus to the cause of Common School Education, and through the volumes above alluded to, has furnished such efficient helps to the teacher, as will cause universal regret at the necessity, under which he is laid, of seeking restoration of overtasked and wasted energies by entire absence from the scenes of his labor. Much had been anticipated from the labors of a man so widely known and so deservedly respected as Dr. Barnard. Much has been already done. Sicknes has checked, but, I trust, not entirely ended his work with us.

The agencies now at work will soon prepare us for

NORMAL SCHOOLS,

Which must be established ere long. I am not prepared at present to recommend any action upon this subject. I would only express my conviction that more than one should be established, and aided rather than supported by the State.

Private enterprise should be combined with public liberality in this respect.

When our State University is made, as it should be, the head of our Public School system, it will serve also as a central Normal School furnishing facilities perhaps superior in some respects to any of the other Normal Schools, but not giving the peculiar facilities demanded by the several parts of the State, nor awakening the interest naturally clustering around local schools.

5.—STATE TEACHERS ASSOCIATION.

This association held its first session during the term of office of the late Hon. A. P. Ladd. The first two meetings were small, and such as required strong faith on the part of its members in order to call the third meeting. The third meeting was convened under circumstances peculiarly favorable. The sessions were held in the high school building of Racine. The well deserved reputation of the schools of Racine had a powerful influence in calling together a large number of teachers who were warmly welcomed to the homes of the people of that city. It is difficult to say to which of two external agencies the success of the association at this time was the more attributable—to the place of meeting with its admirable appliances all consecrated to the work of true education, or to the places of sojourn, where dwelt intelligent citizens, to whose happiness their excellent school system seemed essential. Since that time the meetings have been held at Beloit, Waukesha, Portage City, Madison, and Milwaukee. At all these points the hospitalities of the people have been unbounded; but most of all have the members of the association been cheered by the manifest interest of the people in their work.

Through this association very much has been accomplished for the cause of popular education. Its fruits are seen in many local associations, gathered in various parts of the State, composed of energetic teachers, whose efforts are directed, first, to self-culture, and secondly, to arousing the people upon the subject intimately connected with their dearest interests. Much that is apparent may be traced to the State Association as its source, but its silent, unseen influence over

the lives and conduct of many who have gone from its meetings with zeal quickened, faith strengthened, and hope brightened, to their quiet, unobtrusive work, is its richest fruit.

All friends of education in the State should feel a special pride in this association. Its work has been accomplished without the least charge to the State. All its expenses have been met by the cheerful contributions of its members. Similar associations in sister States, have been aided by the State. This aid our association has neither asked nor desired.

6.—WISCONSIN JOURNAL OF EDUCATION.

In accordance with Section 102 of Chapter 23, Revised Statutes, amended by Chapter 203, of General Laws of 1859, I subscribed, July 1st, 1860, for 5,200 copies of the "Journal of Education." The expense of the Journal to each district is 65 cents per annum, postage prepaid. The Journal is made the organ of the Superintendent of Public Instruction, and is to him a very valuable means of correspondence with the several school officers. Through the Journal there has been saved to the School Fund, during the year 1860, a sum larger than its cost to the State. The expenses for printing for this department, may be very much diminished by means of this periodical. Besides the official character of the Journal, it contains very valuable reading matter of general benefit to our schools. I deemed it best to publish all the amendments to the School Law, passed at the last session of the Legislature, in the "Journal of Education," instead of in a separate circular, because, by so doing, they would reach all school officers more speedily and surely, and with no extra charge upon the Fund. A large part of the instructions from this Department, may be most readily and cheaply communicated through the Journal.

7.—SCHOOL HOUSES.

The number of log school houses (nearly one-third of the whole) testifies to the fact that much is yet to be done in our State in the way of building school houses. The past year has shown an expenditure of nearly \$150,000 in that direction. The outlay of so large an amount annually, demands an interest, not deeply enough felt hitherto, on the part of the people, whose money is thus expended. Much money is wasted through ignorance or carelessness of men having charge of the erection of school houses. So many elements are necessary in a house exactly adapted to all the wants

DESIGN N^o I.

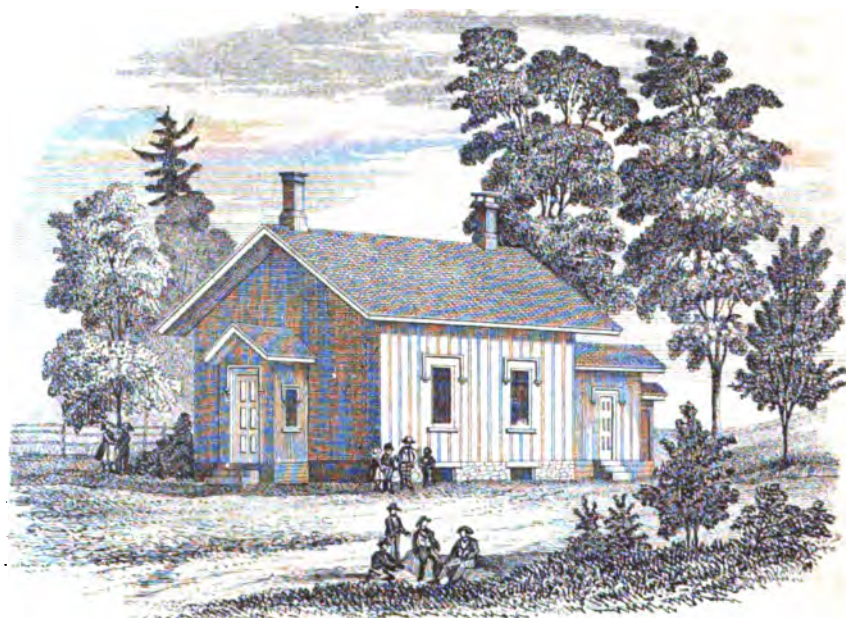


Fig. 1.

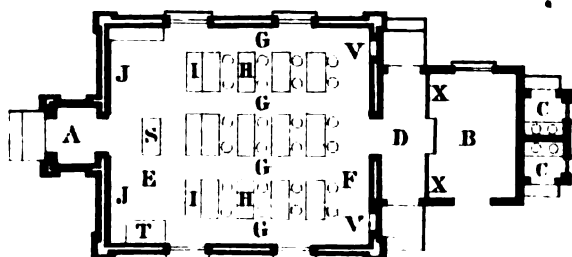


Fig. 2.

of a district, that a combination of them requires a knowledge possessed by few men except those who have made it a study. It is not unusual to find new houses, of considerable cost, erected without any regard to ventilation or proper lighting or warming, with blackboards built into the walls of the rooms designed for small scholars, at a height out of their reach—with seats having no regard to the size of the pupils who are to occupy them—with stairways and halls, too narrow to admit of pupils meeting each other without collision—with stairs so abrupt in ascent, and with so narrow steps as to endanger those who are compelled to ascend and descend them—with no suitable arrangements for the disposition of hats, coats, bonnets, and shawls—with such uncouth desks and general furniture, as to invite injury rather than suitable care—with ceilings so low as to compel the teacher, if above the average height, to sit much of his time to prevent suffocation, if not collision; with such general inconveniences in arrangement for ingress and egress of pupils, as to compel an immediate expenditure of money, to remedy defects not noticed before the completion of the building.

Such defects in structure of school houses, must exist until some means be devised for educating the people upon this point. Should a Library Law pass the Legislature, each library should be furnished with a good work on School House Architecture. Dr. Barnard's work on this subject is an excellent work, but is not so well adapted to our wants, as a new State, as "Johonnot's Country School Houses." Both books are desirable, but the latter should be found within reach of every man who has any thing to do with the erection of school houses. The cuts accompanying this Report, are taken from Johonnot's work, by permission of the publishers, Messrs. Ivison, Phinney, & Co. The figure upon the page opposite, is for a Small Country School House. "It is designed to accommodate twenty-four pupils. By adding three feet to the length of the building, space will be afforded for another row of desks, and the room will accommodate thirty pupils.

Fig. 2.—Building, 20x24, 18 feet posts.

- A. Porch, 4x6.
- B. Wood-House, 12x12.
- C C. Privies, each 4x4.
- D. Passage, 4x12.
- E. Space in front of desks, 7 ft. wide.
- F. Space in rear of desks, 3 ft. wide.
- G G. Aisles, 2 ft. wide.

- H H. Desks $3\frac{1}{2}$ ft. long, and, with chair, occupy 3 ft. in width.
 I I. Recitation Seat.
 J J. Blackboard.
 K. Case for Books and Apparatus.
 S. Stove.
 T. Table.
 V V. Ventilating Flues.
 X X. Railing separating Wood-House from Passage.

The following bill of materials for the design above given I also extract from the work referred to. I have left the cost of material blank, as I am not familiar with its cost in different parts of the State. The blanks can be easily filled by any individual for his own locality :

MASONRY :

28 perch of stone wall in underpinning—stone,	per perch :
laying, per perch.....	
500 bricks in chimney—bricks,	per M.; laying, ...
160 yards of plastering, at	per yard.....

CARPENTER AND JOINER WORK :

<i>Frame</i> —2 sills.....	24 ft. long, 10x2 in.	80 ft.
2 sills.....	20 " 10x2	67
4 posts.....	18 " 6x6	156
2 beams.....	20 " 6x4	80
2 plates.....	24 " 6x4	96
37 floor joists.....	12 " 8x2	592
18 ceiling joists.....	30 " 6x2	360
24 rafters.....	14 " 5x3	420
140 girders, studs and braces.....	18 " 4x2	1,218
Total, at	per M.....	3,964 ft.

Framing and raising the same.....

<i>Roof</i> —820 ft. roof boards, at	per M.....
6,000 shingles, at	per M.....
Labor, boarding and shingling,	per square.....
500 ft. plank, $1\frac{1}{4}$ inches thick, for eave cornice, at	per M.....
Nails and labor in making same, at	per M.....

<i>Walls</i> —1,600 ft. siding, planed and matched, at	per M.....
Nails and putting on the same	.....
1,300 linear ft. battens dressed and laid	.....

<i>Floor</i> —600 ft. flooring, $1\frac{1}{4}$ inches thick, planed and matched, at	per M.....
Nails and labor in laying the same, at	per square.....

<i>Windows and Doors</i> —4 windows, frames, sash, glass and casings, each 18 lights, 8x10 glass, at	per window.....
2 doors, 8x3 ft., trimmings and casings, at	per door.....

PORCH.

MASONRY :

4 perch of stone wall, at	per perch.....
20 yards plastering, at	per yard.....

CARPENTER AND JOINER WORK :

<i>Frame</i> —2 sills.....	4 ft. long, 8x2 in. }	18 ft.
1 sill	6 " 8x2	40
2 posts	10 " 6x4	82
4 joists.....	6 " 8x2	173
20 studs, rafters, &c.....	13 " 4x2	

Total. at per M..... 268 ft.

Framing, the same, at per M.....

<i>Roof and Walls</i> —100 ft. roof boards, laid.....
750 shingles laid, and nails.....
Cornice, labor and materials.....
200 ft. siding, 1½ inches thick.....
120 ft. battens, linear measure.....
Work, and nails for same.....

<i>Window and Door</i> —1 window, 12 lights, complete.....
1 door, 8x3 ft., complete.....

WOOD-HOUSE.

MASONRY :

3 Perch stone wall, in piers, at	per perch.....
----------------------------------	----------------

CARPENTER AND JOINER WORK :

<i>Frame</i> —3 sills.....	12 ft. long, 6x6 in.	108 ft.
2 plates.....	12 " 6x6	72
2 posts.....	10 " 6x4	40
8 girders and braces.....	18 " 4x2	69
30 studs.....	10 " 4x2	200
12 rafters.....	8½ " 5x3	127
4 joists.....	12 " 6x4	96

Total, at per M..... 712 ft.

Labor in framing and raising the same.....

<i>Roof</i> —216 ft. roof boards, at	per M.....
1,500 shingles, at	per M.....
Boarding and shingling, at	per square.....
Cornice, labor and materials.....	

<i>Walls and Floor</i> —400 ft. siding, 1½ inches thick, at	per M...
Nails, and putting on same, at	per M.....
200 ft. battens, linear measure, laid.....	
100 ft. plank, 2 inches thick, for platform floor, laid,	
at	per square.....

<i>Window and Doors</i> —1 window, 12 lights, at	.....
2 doors, 7x3 ft. 6 in., at	each.....

PRIVY.

MASONRY :

18 yards excavation, at	per yard.....	
18 perch stone wall, at	per perch.....	
23 yards lath and plastering, at	per yard.....	

CARPENTER AND JOINER WORK:

<i>Frame, Roof and Walls</i> —14 sills, joists and studs, 8 ft. long,	6x4 in.	224 feet.
16 studs, braces and rafters, 12 ft. long....	4x2	128 "

Total, at per M..... 352 feet.

Framing, &c.....		
130 ft. roof boards, laid, at	per square.....	
1,000 shingles, laid, at	per square.....	
Cornice, labor and materials.....		
350 ft. siding, at	per M.....	
Laying the same, at	per square.....	
200 ft. battens, laid, at	per M.....	

<i>Windows, Doors, &c.</i> —2 windows, 4 lights each, at	each.....	
2 doors, 7x2 ft. 4 in., at	each.....	

Floor and Inside Finish.....

Total.....

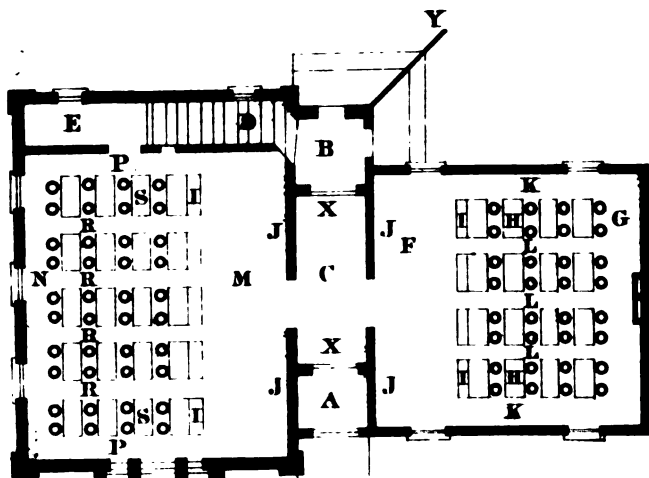
Neat and suitable desks can be furnished for such a school house at a cost of from \$2 to \$2 50 per scholar.

To these must be added the expense of 3 good coats of paint, outside and inside, and the chairs and desk necessary for the Teacher, door steps, scrapers and mats.

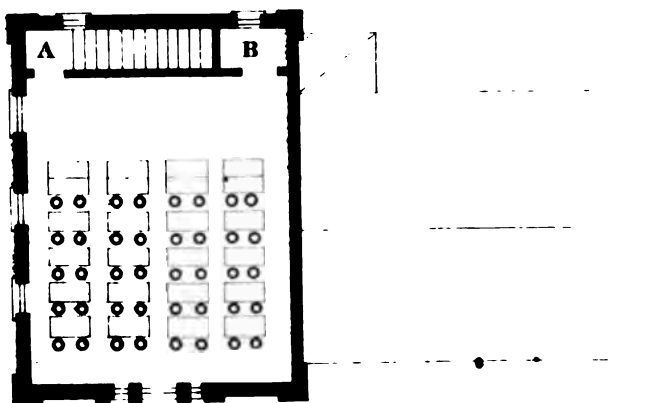
But one thing in the plan presented needs any special explanation. The ventilating flues must be constructed in the walls, having an opening near the ceiling, and must be carried up and brought together into the ventilator as seen upon the right hand of Fig. 1. The ventilator top should be made as large as the sum of the flues leading into it. The ventilator top is covered with a piece of sheet iron, held a few inches above its mouth by means of braces riveted through the cap and fastened to the flue below. This cover is necessary, to prevent an inverted current passing into the room instead of outward.

In the work quoted, full details of building are given, with plans and specifications. A form of specifications alone will save to the District many times the cost of the work. The plan here given is for the smallest sized house. Others are given for all sizes needed.

The frontispiece of this Report is an excellent model for a village School House, where several departments are required.



First Floor.



Second Floor.

Fig. 50.

The ground plan is given upon the opposite page. Its explanation is as follows :

Main building, 32x24.
Wing, 30x28.

FIRST FLOOR.

- A. Front entrance, 6x5.
- B. Back entrance, 6x6.
- C. Hall, 14x6.
- D. Staircase, $8\frac{1}{2}$ feet wide.
- E. Closet.
- F. Front space in Primary Room, 8 feet wide.
- G. Rear space in Primary Room, $2\frac{1}{2}$ feet wide.
- H H. Primary Desks. 3 feet long.
- I I. Recitation Seats.
- J J. Blackboards.
- K K. Side Aisles, $2\frac{1}{2}$ feet wide.
- L L. Aisles, $1\frac{1}{2}$ feet wide.
- M. Front space in Middle Room, $8\frac{1}{2}$ feet wide.
- N. Space in rear of Desks, 2 feet wide.
- P P. Side Aisles, 2 feet wide.
- R R. Aisles, $1\frac{1}{2}$ feet wide.
- S S. Desks $3\frac{1}{2}$ feet long.
- X X. Inside Doors for winter.
- Y. Fence dividing the two yards.

SECOND FLOOR.

- A. Staircase Landing.
- B. Closet.

Seats and spaces nearly the same as below.

The rooms all open into a single hall in the wing, which has both a front and back entrance. Estimated cost, \$2,000. It is large enough to accommodate 150 pupils.

In our race after the useful, we are apt to underrate the beautiful. In this country far too little attention is paid to the cultivation of the taste. There is no human heart destitute of a love of the beautiful. By satisfying this passion, we may elevate our race physically, socially, intellectually and morally. Money expended upon a proper adornment of our school buildings and school grounds, is not lost. I say a proper adornment, for, let the idea of extravagance ever gain sway and another passion is excited, that will, in some measure at least, overbalance all the good effects of adornment.

But it is wrong to suppose that a very great outlay of money is called for beyond what is absolutely necessary for the convenience of the school. Mere ornament, having no other use than to ornament, fails sadly in its attempts to accomplish anything good. It has no real beauty in it. Skill in adornment does not consist so much in covering up defects of form or dress with outside tinselry, as in fitting the dress to the form, suiting color to the complexion, and material to the circumstances and occupation of the wearer. We find people clad in homespun as neatly dressed as those robed in satin, and far more beautiful than those who trust to gaudy trinkets to cover untidiness of person or dress.

I do not appeal for mere stone or brick in the structure, but for a little more care in their placing and arrangement; not for an extra board, but for a few more shoves of the plane, a little careful rounding of sharp edges and corners, that they may better receive the needed paint, and thus furnish no occasion for the finishing touches of the school-boy's knife. The difference observable in any two similar structures, is not so much a difference in material or expense, as in the manner of putting the materials together. The difference in expense is often in favor of the more beautiful. Skill in the mechanic employed should be the main object sought by any who are building. Few men have the genius to give beauty of form to every work of their hands. The large majority can imitate a model. Such a model may be put within the reach of every mechanic, could the works I have above alluded to be placed in every town of the State. Every school house in the State is a book studied every day by scores of children. From it should be derived lessons of neatness, economy, comfort and convenience. It should encourage industry and frugality, and warn against all prodigality or slovenliness.

In efforts to make the school house attractive, we should not forget the very important appendages alike demanded by our physical and our moral natures.

For suitable out-houses a large lot is demanded that the buildings may be removed from the street and from the school house. In this respect there is lamentable neglect throughout our State. Many districts have furnished no privy at all for the accommodation of their pupils.

Upon this point the plain language of Hon. John C. Spencer, while Superintendent of Common Schools of the State of New York, is not a whit too strong. He says :

" A man who should build a good dwelling house, but pro-

vide no place for retirement, when performing the most private offices of nature, would be thought to give the clearest evidence of a coarse and brutal mind: Yet respectable parents allow their children to go to a school where this is the case, and where the evil is greatly aggravated by the fact that numbers of both sexes are collected, and that too at an age of extreme levity, and when the youthful mind is prone to the indulgence of a prurient imagination. Says one of the school visitors, 'in some cases in this town the scholars, male and female, are turned promiscuously and simultaneously into the public highway, without the shelter of so much as a stump as a covert to the calls of nature. The baneful effects of this barbarous custom on the young and pliant sensibilities are truly lamentable.' "

The Superintendent of Schools of Connecticut for 1850, (Dr. Barnard,) uses the following language:

"An appalling chapter might be written on the evils, the almost inevitable results of neglecting to provide these indispensable appendages to school houses in our State. Who can duly estimate the final consequences of the first shock given to female delicacy, from the exposures to which the girls in the public schools are necessarily subjected, and what must be the legitimate result of these exposures during the school-going years of youth? What quenchless fires of passion have been kindled within the bosoms of the young of both sexes by these exposures; fires that have raged to the consuming of personal happiness, to the prevention of scholastic improvement, and to the destruction of personal character?"

Johonnot, after quoting the above passages, remarks:

"The evils here so vividly and truthfully pointed out, are not confined to the districts where no privies are built, but they apply in an almost equal degree to country districts, where one small mere apology for a privy is furnished. In a majority of cases a slight building, made of rough boards, is erected, of such a character that it answers no purpose of retirement, and is only useful as a very poor and inadequate screen. It is usually situated directly upon the highway, in close proximity to the school house, and is hence completely exposed to view. Only one building is furnished for the accommodation of the two sexes, so that there can be no surety that the delicacy of young girls will not be outraged by the contact of grossness and brutality."

The work then proceeds with some excellent practical directions upon this subject, that should be extensively circulated.

8.—TOWNSHIP LIBRARIES.

The legislature of 1859 passed an act entitled, "An act to provide a permanent Township School Library Fund," leaving to some future legislature the duty of providing for the distribution of this fund, and the establishment of Township Libraries. In accordance with the provisions of this act a special tax of one tenth of a mill upon the dollar was levied and collected in addition to and with the State tax of 1859. To this amount was added ten per cent. of the school fund subject to apportionment for 1860. Upon the tenth day of March, 1860, there was in the State treasury belonging to this township library fund, the sum of \$32,408 39.

During the session of 1860 a bill was introduced into the Senate providing for the distribution of this fund. Its main features were as follows :

1. It provided for a commission of two persons to be chosen by both branches of the legislature in joint convention, who should act with the Superintendent of Public Instruction in the selection of books suitable for Township Libraries, in contracting for their purchase and delivery, and in prescribing rules and regulations to be followed by the township officers having the libraries in charge.

2. It made the Town Superintendent, the Town Clerk, and the Chairman of the Board of Supervisors in each town, and the Board of Education in each city, librarians, conferring upon them power, if they saw fit, to divide the library under their charge into several parts, for circulation in different parts of the town or city, themselves being held responsible to the State for its safe keeping.

3. The librarians were to receive from the Library Commissioners, catalogues of books selected by them as suitable for Township Libraries, with contract price affixed to each volume. From this catalogue the librarians could select such books as they might prefer, equaling in valuation their proportion of the Library Fund, which should be certified to them by the Commissioners at the time of sending the catalogue.

4. Provision was made for distributing the Library Fund, one-half according to assessed valuation of property in the

town, and one-half according to the number of children between the ages of 4 and 20 years.

The Bill failed to pass the Senate.

The principal objections to the Bill came from some who preferred the Old District Library System, others who objected to the tax required, others who feared corruption on the part of the Commissioners in the purchase of the books, and still a few others who were opposed to using any part of the School Fund for libraries.

In reply to these objections, in the order of their prominence, I would urge upon the attention of the Legislature, the following considerations. The School Fund is not large enough to meet all the expenses of our Free Schools. It is the duty of the State, as guardian of this Fund, to apply it where it can be made most effective in accomplishing the end sought. The framers of the Constitution of the State of Wisconsin, therefore, acted wisely when they inserted, in the article upon education, the following provision. After determining what shall constitute the School Fund, they say: "The interest of which, and all other revenues derived from the School Lands, shall be exclusively applied to the following objects, to wit:

1. "To the support and maintenance of Common Schools in each school district, and the *purchase of suitable Libraries and apparatus therefor*!"

The first State Legislature assembled, acknowledged the importance of the library as an educational agency, and set apart ten per cent. of the School Fund for District Libraries, but in doing so overlooked one important means of securing the interest of the people in the libraries given them. It is natural to feel the most interest in that which costs us something. With the gift should have been coupled a provision requiring some effort on the part of the people by way of tax. "The gods help those who help themselves," although a heathen maxim, embodies a truth felt and appreciated by all. The sacrifice made to secure a part of the library, would ensure better care of, and a deeper interest in, the whole. That kind of giving which fails to awaken energy in the recipient, is more than wasted. Passive recipients of school libraries will be little profited by them. This has been demonstrated to a certainty, by the practice of this State for the last ten years. Out of nearly three hundred school houses visited during the last year, I have found no libraries worthy the name, except in districts where they have, by a voluntary tax, added to the amount received from the State. This fact alone,

should be a sufficient reason for urging the tax for libraries. In the cases cited, the tax was a voluntary one. Why not have it thus? The answer is brief. Not 10 per cent of the districts visited have any library at all. If the library is of any value, it is of the greatest value to those who need it most. Those who do not prize it sufficiently to tax themselves for it, certainly need it most. The design of Legislation is for the good of the whole people, and requires right action on the part of those who, through ignorance and carelessness, fail to do right, or who through ill-will do wrong.

The voluntary tax system should not be superseded by a compulsory tax—nor should the tax required by law, be larger than is absolutely necessary to secure the end desired. The tax required by the Township Library Law, is small, and yet large enough for all practical purposes. As yet, no objection to the tax has come from any considerable number of the people. On the other hand, many communications have been received favoring the law, and demanding some action on the part of the Legislature that its provisions may be carried into effect. In my intercourse with the people of the State, I have found very few who have opposed the provisions of the law, as proposed by the bill last winter of the Senate, the main features of which are given above. That one tax has been levied and collected, and another is soon to be collected, with scarcely a remonstrance from those who pay the tax, should be answer enough to those who object to the law on account of the tax levied.

A brief calculation will show how trifling the tax required is. A tenth of a mill upon the dollar's valuation, or \$1,00 upon \$10,000. The average expense to each inhabitant, will be a trifle more than 2 cents. For each school child there must be an outlay of less than six cents. And yet this trifle will furnish to each inhabitant free access to a library of from 10 to 1,000 volumes, increased annually by an equal number.

There are many who claim that all money raised for educational purposes should be expended on teachers' wages. Such persons take too narrow a view of educational agencies. The best minds that have written upon this subject, urge the establishment of libraries as a very important educational agency. Hon. Horace Mann, deserves a careful hearing. He says: "No one thing will contribute more to intelligent reading in our schools than a well-selected library. Let a child read and understand such stories as the friendship of Damon and Pythias, the integrity of Aristides, the fidelity of Regulus, the purity of Washington, the invincible persever-

ance of Franklin, and he will think differently, and act differently all the days of his life. Let boys or girls of sixteen years of age, read an intelligent and popular treatise on Astronomy and Geology, and from that day new heavens will bend over their heads, and a new earth will spread out beneath their feet. A mind accustomed to go rejoicing over the splendid regions of the material universe, or to luxuriate in the richer worlds of thought, can never afterwards read like a wooden machine—a thing of cranks and pipes—to say nothing of the pleasures and utility it will realize.”

The Hon. John M. Gregory, Superintendent of Public Instruction of Michigan, expresses briefly the very thought I would here convey :

“None of the money spent for education is more profitably expended than that which is paid for good books. They are the cheapest of all teachers. Waiting for no inspector's license, asking no monthly wages, keeping no set school hours, they make every fireside a school room, and bring the gifted and wise—the poets, the orators, statesmen and scholars, of all climes and ages—to repeat their lessons of wisdom to the listeners in each family circle.”

Books are direct educational agencies. They are teachers, often more potent than the living teacher. They are ever present, not confined to three or six months' work in each year, but constant companions of the child, silently but surely molding the thoughts and fashioning the lives of their pupils. No agency aside from that of the living teacher, has done more than the School Library towards making good citizens. A taste for reading acquired in youth, has done much toward furnishing the world with its best men.

To teach the children of our State how to read is evidently our first duty, but of little worth, unless facilities for the exercise of this knowledge be also furnished. The child taught how to read, knows little how to choose suitable books for himself. The books most easily obtained are generally those of least worth. From their perusal the child acquires a taste which will clamor for what is low and debasing, rather than that which is pure and elevating. The State, by furnishing instruction in the art of reading, creates an appetite. Leaving the child to satisfy this appetite with the food most easily procured, the State does herself a wrong, and, so far as her own good is concerned, in many cases thwarts her own designs in teaching the child to read. But half her duty is done, unless to the appetite she herself creates, she furnishes wholesome food.

The State demands that teachers shall be qualified in regard to moral character, learning and ability to teach." None of her money can be used in payment of any teachers not thus qualified. It is her duty to see to it that *all* teachers are thus qualified, and here may be introduced an answer to those who prefer the District to the Township Library system. Under the old district library law the State had no voice in the selection of books. The teachers thus sent into the families of the State were subjected to no examination as to qualifications for their work. The libraries thus purchased, with a very few honorable exceptions, were not such as the State should select for her own good. Tales of Love and Murder, Pirates' Own Book, Life of P. T. Barnum, and many such works easily purchased of some transient peddler, are not the books to make good citizens, and the State should, for her own safety, displace them with other and better books. But why may not the State provide District Libraries, as well as Township Libraries? She may; but extra expense would necessarily attend the distribution, which would lessen the small amount furnished each district. Under the township system the same end may be secured; each district may have as easy access to the Township Library as to its own, under the District system, and at the same time, secure the advantages of a much larger library. Each district in the township would have access to the whole library, and thus very much enlarge its facilities for reading. Purchased by the State and in large quantities, the books can be procured at much less cost, and consequently a larger number procured. They may be in better binding also, and thus secure permanence, in the end saving expense. The Commissioners selected by the State will be better judges of what is suitable for a library than district officers, as they would doubtless be selected with special reference to their fitness for their work. The right of choice is not denied to the township officers, but their choice is restricted to a list large enough to cover all the wants of the township, and yet embracing none but suitable books.

The best pupils in our schools, and those that give the schools their character, are those who are stimulated by school studies to a wider range of thought, and satisfy their desires by diligent reading of useful books.

The value of the teacher's services may be very much enhanced by a good library, to which he may have access, and the fitness of the teacher for his work ascertained by the use he makes of the library. The patrons of any school do much toward determining the character of that school. A community intelligent upon school matters and school interests, will

have a good school. A School Library will do much toward disseminating this intelligence. Thus, through pupil, teacher and patron, the library may be made to benefit the school.

While I should prefer the Township Library to the District Library, I should much prefer the District Library, subject to the same general restrictions, as those mentioned above, proposed for the Township Libraries, to none at all.

I trust, therefore, that some law may be passed that shall secure to the State, good libraries, selected and purchased by the State, through Commissioners. The argument against Commissioners, on account of danger of their corruption in expenditure of funds, needs no serious answer. There are men who would do this work honestly. If the legislature choose others, it would be a reflection upon their own honesty, which they will be scarcely willing to admit.

For those who doubt the success of the township system, the following extract is appended :

In Indiana the system of Township Libraries has been established for a few years. In the Fourth Annual Report of the Superintendent of Public Instruction, of that State, are found the following words :

"The operation of the Library feature of this system, as far as heard from, has been exceedingly happy, disappointing the predictions of its enemies, and the fears of its timid friends, and even transcending the most sanguine expectations of its more ardent advocates. The interest awakened by its use, and the estimation in which it is held by adults as well as youth, confirm the wisdom that gave it a township character rather than a district mission."

A few extracts from letters of correspondents in our own State, will suffice upon this subject. Some have been volunteered, and others have been written in direct reply to communications addressed them upon the subject :

From S. H. Peabody, Fond du Lac.

"I am decidedly in favor of the 'Township Library System,' so far as I understand its provisions, particularly as distinguished from a District System. I have always deemed the foundation and collection of libraries as a work of greater importance, and demanding greater care than is usually granted.

"The object for which libraries should be gathered, by the expenditure of public money, and particularly of the School Fund, should be public instruction, and not popular amusement; and the books should be selected mainly for that end.

They should be such as will stimulate and create a thirst for information of a useful and practical kind, and such as may meet the want created. And I think they should include some of those reliable works of reference which every intelligent man has occasion to consult, but which few are able to purchase for themselves. A public library should never interfere with the disposition which every man feels to collect for himself, according to his means, books which may minister to his enjoyment, and afford amusement or consolation, but should rather foster and encourage such a desire.

"It seems evident to me that these results may be best attained by collecting the books purchased by the State, at as few points as possible, provided they be within reach of those who desire to use them, and thus a greater variety, and so greater value may be secured, by putting one library into a township, rather than from five to a dozen, as the case may be. And these books, I think much more likely to become nuclei, about which others procured by private liberality may be gathered, when brought together than when scattered."

From E. B. Gray, Sheboygan :

"I think the Township Library system much to be preferred to the present. The argument in favor of this view I need not enter upon, as, I presume, I have no *new* reasons to offer, but I regard the one point, that under the Township Library system, properly arranged as to details, each district would have the benefit of all the different books belonging to the township, enough to justify its adoption."

From Levi Cass, Janesville :

"We have tried the District Library system for more than ten years, and have accomplished comparatively nothing, which to me is conclusive evidence that a change is needed. In my opinion Township Libraries are what we want. By this system a large and well selected library may be established in every town, making valuable auxiliaries to the educational facilities of the State.

"The books, being purchased by the State in large quantities, will be selected with greater care, and obtained at lower rates than they can be by District Boards.

"It will also prevent a duplication of books, and thereby secure a much greater variety than would be obtained by the District System."

Hon. J. Ford, Superintendent of Public Schools, Milwaukee, writes :

"I should prefer Township Libraries to District. 1. The collection of books would be larger and better, and the inducement to read proportionally greater.

2. The books in a Township Library would be of a higher grade than the juvenile books of a mere District Library. I do not regard an entire exclusion of the juvenile to be desirable in a Town Library; but let reading matter for adults predominate.

"3. A large central library would be, as I have often seen them, the pride of the town—but a small portable library, migrating annually with the office of District Clerk—soon takes its place with old boots and clothes.

"Some rules should be prescribed for the annual review of the books."

These extracts might be multiplied to any extent, but the main arguments presented, are embodied in those already given.

A few prefer the District system because they think it will secure more reading of the books. If this end be attained, it will be because of nearness of the books to those desiring them, or because of their greater attractiveness. The latter will be secured better by a Township Library than by a District Library (except in the very large city districts), while the former may be accomplished by such a division of the Township Library as was proposed in the Bill of last winter, and which I deem a very desirable feature in any law that may be enacted.

IV.—GENERAL SUGGESTIONS.

Too much reliance has been placed upon the fund distributed annually by the State for the support of schools. In many districts has the character of the school varied with the number of cents distributed per scholar. At the annual meetings of such districts, the first question is: How much shall we receive during the year from the State? And second, How long a school shall we have? The answer to the second question is invariably gauged by the response to the first. A school *absolutely free* awakens no interest on the part of the recipient of its benefits. Real interest must be aroused by some personal effort, some personal sacrifice. Schools should not be free in the sense that they come to us as gifts, *entire gifts*. The framers of our Constitution appreciated this. When drafting the article upon Education, they required the people to

raise by an annual tax, a sum at least one half the amount given them, as the condition upon which they should share in the succeeding distribution of public funds. The object of this requirement was doubtless to secure the co operation of parents in the work the State had undertaken to do, viz: The education of their children, as well as to insure a longer term of school than the public funds would warrant. Parental co-operation is still *the great want* of our schools. Without it public funds are wasted. It must lie at the basis of all true prosperity. Every incentive that can be brought to bear upon the parent, as both parent and citizen, should, at all times, and in all suitable ways, be urged. Parental love, the present and future happiness of both parent and child, comfort and pecuniary interest, should incite the parent; while the citizen must be aroused through sympathy, benevolence and patriotism. The press, the pulpit, the public lecture, should enforce the claims of the Public School upon the people, and the teacher, as a quiet missionary, must bring them to bear upon the individual mind and heart of the parent at the fireside, and on the street, as well as through the child, who is imbued at school with the proper spirit. I would like to dwell upon each of these claims separately, and at length, but time and space alike forbid.

The State has made ample provision for free education, not by an absolute gift of means sufficient to that end, but by timely assistance, thereby inciting to public enterprise, and by friendly legislation,

"So that none
However destitute, be left to droop,
By timely culture unrestrained, or run
Into a wild disorder; or be forced
Through weary life, without the aid
Of intellectual implements and tools;
A savage horde among the civilized,
A servile band among the lordly free!"

It remains with the people of the several districts to determine how far the design of the State, in the matter of public education, shall be carried forward to a successful issue. Indifference is even more fatal than actual opposition. It freezes by its icy coldness, all within its reach, some of whom might have been warmed into activity by a violent opposition. Animated contests over school taxes, though resulting in defeat at first, are better than a cold and careless levy of a tax to be as carelessly expended. Such contests will lead to sober thought, calm deliberation, and eventuate in the surer advancement of the cause.

Public sentiment, ever swinging from one extreme to the other, but in its very vibration securing a steady onward motion, seems moving backward in some localities, crippling our schools by withholding needed funds.

Where a year since, everything seemed to be moving prosperously and the whole system progressing harmoniously, suddenly the hand of retrenchment has fallen upon the schools. High Schools have been closed, teachers' wages have been diminished. To an observer, judging only from what is outward, the system of graded schools, as established in our cities, may seem to be losing popular favor, and failing to sustain itself in its claims for support on the ground of superiority. This reaction, which is so common in all popular movements, is easily accounted for. It is the result of extravagance in expenditures upon school buildings and their adornments, or of unwarranted expectations of benefits to be derived from the schools. The claims of the Public School have been warmly, and it may be extravagantly, urged. Zeal has excited hope. Patient waiting for the realization of that hope has been out of the question. Looking for results far beyond the power of the human mind, as it were, expecting the school to furnish the child with a fully developed *capacity*, in addition to the *means* of development promised; demanding in all respects more than could be reasonably hoped for—to all these false and exaggerated views must come disappointment, and with that disappointment, temporary reaction. Those opposed on the grounds above given, need only a little calm, cool reflection, to bring them back with warmer attachment and firmer friendship.

Emboldened by this re-action in public sentiment, those who have ever opposed any education in our public schools, beyond the elementary branches of reading, writing, and arithmetic, now step forward, and urge their views with much plausibility, and some success. In this age there are none, I can readily believe, who would confine an education to the branches above named. All agree in the duty of the State to a certain point. From this point some would look still to facilities afforded by the public school for a fuller and better education, while others would trust all farther instruction to the hands of those teachers supported by private enterprise, —and would confine all means of farther culture and improvement to those who are able to secure them for themselves. In other words, the proposition is—"As a citizen, I am willing to be taxed to an extent sufficient to secure to all the means of enjoyment derived from books and correspondence, and protection from cheating and fraud in

their pecuniary dealings with each other. Beyond this all should be left to private enterprise, and each person permitted to get such an education as his circumstances may demand, and his means may allow.

It is clear to my mind that the duty of the State is measured by the end she desires to accomplish, limited only by her ability. The public funds of this State are not sufficient to give even the *elementary* education asked for. This only assistance that can be given beyond this, is in the way of friendly legislation. The ability of the State in this direction is unlimited, so far as she acts within the constitutional bounds she herself fixes. The whole question as to duty of the State, thus rests in the end she seeks to accomplish. Her first aim naturally is, *self-preservation*. The end can best be attained through the intelligence, virtue and refinement of her citizens. I use these terms in their broadest sense, and claim that they will always accompany that culture received through proper study of the natural sciences, classics, and Belles Lettres, and in a large majority of cases are proportioned to that culture.

Another end the State should have in view (not confined to her own interests, though bearing directly upon them), is the firm establishment of the principle of *self-government*. This principle to be successful must be general. We cannot here train a privileged class to rule, while the masses are simply trained to obey. Each man must be prepared to govern, not only himself, but others. The facilities for such self-government are found in a sound judgment, correct reason, cultivated sensibilities, firm well-directed will; all adorned with polished manners, and pervaded and controlled by firm moral principle. Such facilities are not to be attained through the mere study of reading, writing, and arithmetic. Something more is demanded. Can what is demanded be most universally and cheaply met by means of Public or Private Schools? This question settled, the duty of the State, and, of course, of the citizens of the State, is plain.

The whole expenditure for schools during the year past, is less than \$3 per scholar in attendance upon school. Extending the average length of school to the usual time devoted to private schools, and we have an annual expense of less than \$5 per scholar. The lowest expenditure for private schools that furnish the same advantages as the public schools afford, is \$12 per annum for tuition alone. It is generally conceded that nine-tenths of the American people receive their entire education in the public schools, and that in the absence of any free school system, a very large majority must of neces-

sity go without any school instruction and school discipline. With these statements I will rest the relative merits of private and public schools as to cheapness and universality of needed instruction.

It may be argued—Admitting the above to be true, it is not just that my property be used to educate other men's children. One object of civil society is the protection of life and property of its members. No one objects to paying his taxes for the erection of court houses and jails, or for expenditures necessary in the prosecution of criminals. *Prevention* is less expensive, as well as better, than *cure*. Diffusion of general intelligence diminishes crime, and of course increases security. No better authority than Daniel Webster need be cited upon this point. "For the purpose of public instruction, we hold every man subject to taxation, in proportion to his property, and we look not at the question whether he himself have or have not children to be benefited by the education for which he pays. We regard it as a wise and liberal system of policy, by which property and life, and the peace of society, are secured. We seek to prevent, in some measure, the extension of the penal code, by enlarging the capacity, and increasing the sphere of intellectual enjoyment. We hope for a security beyond the law and above the law, in the prevalence of an enlightened and well principled moral sentiment." In what, then, consists the injustice of leaving the matter in the hands of the people? All we ask is friendly legislation, such as shall allow the majority of the people to decide for themselves the extent of facilities to be furnished by the public school.

Again, it is said—More men have the means to secure private tuition than are willing to use it for that purpose. Something is needed beside means. Desire, followed by a strong will, is absolutely essential. The dry rudiments of reading, writing, and arithmetic are by no means calculated to excite that desire. Were the branches taught in public schools to be limited, I would select such as would of themselves deeply interest the pupil, and thus create a thirst for knowledge.

The General Government has donated lands to the State for the establishment of a University. The State has accepted the trust. A faithful compliance with the spirit of the grant would demand that the University be made available in the establishment of the best interests of the State. It must be the head of our free school system. Shall the State establish a real University, and then confine the Public Schools to the mere rudiments, and thus make a wide gulf to be bridged by private enterprise?

The only complete and harmonious system of education allows, nay, even favors, a clear highway through the whole course of a liberal education.

Private schools are needed, and will be supported where needed. They should be placed in a position to benefit the public school, never to come into competition with it. They must keep in advance, so as to draw, by their silent influence, the public school to a higher stand. Their own interest demands this. Private enterprise will ever take care of itself. Public interests need to be carefully guarded and protected.

I am not disposed to frown upon private schools, but to welcome them as co-workers, and bid them God-speed, with this provision only, that their energies be devoted to molding public sentiment in favor of popular education, instead of disparaging free schools for their own upbuilding.

The superiority claimed for private schools by many, is more real than it should be. The necessity for them, and their superiority, will diminish in proportion to the establishment of a system of

GRADED SCHOOLS.

Prominent among the requisites to success in our system of public schools, is such a classification of pupils as shall secure what is called, in all industrial pursuits, "Division of Labor."

The basis of this classification should be in the attainments and capacities of the individual pupils.

The extent to which classification may profitably be carried, must depend upon the number of pupils, and the ability to employ teachers. Three periods of our school life, each demanding radically different modes of instruction and discipline, present to my mind the most natural ground of classification.

The lines dividing these periods may run upon age as a general thing, though often curving, at times, toward the younger side, at times toward the older, as various circumstances may require.

During the first period school exercises should aim mainly at *physical* and *moral* development. The God-given energies of the child should here be studied, and when understood, be properly directed. The intellectual discipline of this period has no farther object than the cultivation of a taste for study. The exercises in this direction should aim at creating rather than satisfying the intellectual appetite. In discipline this is the transition period from home freedom to school restraint.

The will of the child should not be curbed with a tight rein, but gently directed in the right channel. *Love of order* rather than *fear of punishment*, should here be instilled into the child. All generous impulses should be encouraged, and all departures from right, be corrected by opening up a better way, and gently leading the child to a full appreciation of, and love for, its beauties.

"He who checks a child in terror;
Stops its play or stills its song,
Not alone commits an error;
But a grievous, *moral* wrong.

"Give it play and never fear it;
Active life is no defect;
Never, never break its spirit;
Curb it only to direct.

"Would you stop the flowing river—
Think you it would cease to flow?
Onward it must move forever;
Better teach it where to go."

The school exercises of this period must be frequently varied, so that the child may never be sated, and may look forward with anticipation of enjoyment in their repetition. All physical exercise should be directed with reference to its object—the physical development of the child—but in many cases it may be turned into such a channel as to be of practical service during other periods of school life, and, in fact, throughout the whole life. The eye and other organs of sense should be trained to correctness of perception—the hand be taught to guide the pencil—the tongue schooled to distinct articulation and correct enunciation. An easy and graceful carriage and pleasing manners should be secured through proper discipline of the limbs and body. Natural appetites and propensities should be directed into their appropriate channels. The affections of the child should be drawn out toward proper objects, and thus properly developed.

The child should here study objects rather than books. These objects should be furnished to the child in a well selected site, neatly fenced and tastefully laid out—a comfortable School House, well warmed and well ventilated—furniture adapted to the comfort of the pupil—apparatus, charts and pictures, illustrating the structure and the more obvious peculiarities of objects met with every day—a cabinet furnishing a few specimens from all departments of the mineral, vegetable and animal kingdoms, with vacant spaces inviting additions from the little students—a few good pictures, repre-

senting some marked historical events that are fraught with lessons of truthfulness, real heroism, self-conquest, patriotism, benevolence and piety. And one object prominent above all others in the child's eye, and exerting a more powerful influence over the child's mind and heart—a Teacher skilled to use the apparatus and charts, to explain the pictures, and fitted to enforce all lessons taught by historical paintings through her own truthfulness, real heroism, self-conquest, benevolence and piety. I have assumed that the Teacher of this period is a Female Teacher. It should never be otherwise. Woman's quickness of perception, untiring patience, gentle kindness, lively sensibilities, warm sympathies, and earnest devotion, are specially needed here. In laying the foundation of a true education the master-builders must be those, "in whose own hearts, love, hope, and patience have first kept school." This work demands a rare union of qualities, to be most carefully sought, and when obtained, to be suitably rewarded. The prevalent opinion that little education is required in such a place is ruinous to our schools. Nor is the practice of grading the wages of Teachers by the ages of their pupils less ruinous. The exercises of this first period are gradually shaded into those of the second period—when school restraints will have become more severe, as the body has become better fitted for steady attention to longer tasks, and the mind prepared to grapple more earnestly with books. In this period intellectual culture steps forward into a line with physical and moral culture. Less variety of daily work and less frequent changes are requisite. The first period properly passed, the child enters the second with a healthful system, good habits, love of investigation, and a keen relish for study and for books. The trouble here will be so to conduct the developing process as to secure real advance and yet to retain the acquired appetite. Here is to be a transition from the play of the first period to the full work of the third period, the time when in intellectual work as well as in handiwork the child is the "half man." Ceasing to hold the Teacher by the hand for support, the pupil begins to rely upon his own strength, stepping out by himself, making new discoveries or culling fresh flowers by the way, seeking the Teacher's hand only when weary, or when desiring to direct her steps toward an object found but not fully understood. Here commences the study of what are commonly called the elementary branches. Pupils are to be introduced to authors and so taught to profit by acquaintance with the few seen in the school room as to derive most good from the many brought to their notice in later years. Object lessons may

still be given, but less frequently. The concrete must in part give place to the abstract. The reasoning powers are here introduced to a course of training, being exercised upon subjects within their grasp. The power of abstraction, unwittingly cultivated by their early classifications of objects studied, is now exercised for the purpose of increasing its force. The proper studies for this period are such as have a practical bearing, and the application of which to every day life can be clearly seen and appreciated. The proper modes of instruction are such as will invest these practical studies with beauty and attractiveness, and awaken the reasoning powers to activity. The external will here be shown, not as in the first period for itself alone, but as a power to awaken the internal—as an incentive to thought.

The proper discipline will be such as shall shade the easy freedom of the first period into the perfect subjection to law and order of the third period. If the duties of the first period be called play, then those of the second will be half play, half work—the play preponderating in the early and the work preponderating in the latter part of the period.

The Third Period now presents itself as a time for mental activity. While the physical and the moral are not to be lost sight of, the intellectual assumes the preeminence in time devoted to it, not in importance. Assuming that the work of former periods has been well done, the pupil enters this with habits of order, neatness and punctuality fixed; with love of truthfulness in all particulars burning brightly in his heart; with a knowledge of the proper use of books; with a zest for study; in short, with full preparation to push out for himself in search of truth. The studies suited to this period are any and all that have a bearing upon the design of the schools—the attainment of a true manhood. Those studies having a direct bearing to this end must take the precedence. Mental and moral science—natural sciences, with their application to industry—history, and its philosophy—classics, ancient and modern—not forgetting English classics, as is too often the case—and civil polity—furnish wide fields for research and cultivation. They will develop nobly both mind and heart. The Teacher of this period points out the order of research, introduces the pupil to the authors to be consulted, tests the use made by the pupil of the knowledge derived from these authors, watches the progress made, and directs the student to a thorough, economical and profitable use of his time and talents. The discipline of this period must be such as will enforce strict obedience to wholesome regulations firmly yet kindly administered—a discipline preparing the

youth to enter upon citizenship with its privileges and duties, a lover of law and order. Longer confinement at one time may be safely required, and a more fixed attention to a smaller number of subjects.

This division will give three departments :

1. The Primary, designed for such as need more play than work.

2. The Intermediate, where play and work may be more equally divided.

3. The High School, a place for work, *real work*, relieved at intervals by earnest play.

These divisions are variously subdivided, according to number of pupils and wealth of district.

The objects to be attained require few classes in the same department, rather than few pupils.

The advantages of some classification, at least three divisions, may be briefly stated :

1. It diminishes the number of branches to be taught by the same teacher, and thus secures concentration of thought and power upon the teachers' work.

2. It provides for the adaptation of the teacher to the school by requiring less versatility of talent and variety of attainments, but peculiar fitness for his special work.

3. It secures the right place to the right teacher by more careful supervision and the facilities afforded for interchange of teachers.

4. It is a system with a head, whose influence is felt throughout the whole body.

5. By presenting opportunity for promotion it gives needed stimulus to both teacher and pupil.

6. It secures permanent and congenial employment to teachers, thereby insuring their self culture.

7. It gives employment to a larger number of female teachers, who, by reason of less inducements to enter other occupations, generally bring to their work more patience and more well directed energy than do many of our male teachers.

8. It does not increase the expenses of the school to a degree at all commensurate with the increased benefits received, while in a majority of cases it does not increase the expenses at all. In unclassified schools more teachers are required for the same number of pupils, if anything like success is attained.

9. Wherever the best facilities are afforded for obtaining an education, all desiring a thorough education enter these schools for a term of years, instead of going abroad, thus giv-

ing to the school character, and inciting their playmates and companions to more thorough study, and at the same time, saving to the parent the expense and anxiety attendant upon sending their children away from *home*.

10. It is according to nature, and cannot be wrong. The mind should be educated in the order of its natural development. Mental food must be according to the digestive power of the mind, both to secure health and growth. A child must have studies, instruction and discipline suited to his capacity, and to a proper development of that capacity, or his school days are wasted.

The question naturally arises: In the absence of any such gradation, what shall be done? Every reasonable effort should first be made to secure some gradation. When circumstances will not allow any such division, the same result may be accomplished to some extent, in either of several ways. 1. Let the length of confinement in the school room be varied to suit the ages of pupils, giving to the younger more frequent recesses and dismissing them a little earlier. 2. Devote a part of each half day to younger children, and permit their absence at all other times. 3. Give half the day exclusively to younger pupils, and the other half exclusively to the older. To either of these plans, objections would doubtless be made by parents. Circumstances must determine the choice of plans which are devised by the ingenuity of the teacher. It is destructive to the best interests of the little child, in body, mind and heart, to be subjected to the same confinement and discipline as the older pupils will bear. It is no less destructive to the best interests of the older pupils to subject them to the same instruction and discipline as are suited to the little ones. Each class must have and will have its appropriate place, instruction and discipline, as soon as a healthy public sentiment prevails. "There's a good time coming." Let us "learn to labor and to wait."

While schools are designed to assist the parent in the work primarily devolving upon himself, they were never intended to release the parent from all responsibility with reference to the education of his child. As our schools are, children are sent to school at too early an age. Instead of diminishing the years of school age, I would prefer to labor in behalf of such efforts as shall secure proper instruction to those of the more tender years. The fact, that parents sometimes send children to school simply to get rid of them, shows either inability or incompetency to take care of their own offspring, and urges the necessity of effort, in their behalf, by the public, for their own protection and safety.

I have ascertained that a larger proportion of children from 4 to 6 years of age, are in attendance upon our Public Schools, than of any other two years in the whole range of school age. No effort should be spared to make the school attractive to them, that their after school life may be free from the burden of unfavorable early impressions.

In some places the practice prevails of paying teachers, nominally, large wages, but in school orders, that can be cashed only at a large discount. This practice has an injurious influence upon the schools pursuing it, and indirectly upon all others. The towns gain nothing by it. Teachers lose what speculators make. Three places in the State, where schools are continued through the year, have set an excellent example in this regard. Wages paid are not commensurate with the work done, but assurance of prompt payment, in full, at the end of the term, has secured good teachers at a moderate salary. Others may have done as well, but I have not learned of any where the salaries of teachers have been promptly paid at the close of each term during the year. During the financial embarrassments of the few years past, it is not to be wondered at that much money voted to be raised by tax is returned uncollected. By law (Revised Statutes, Chapter 18, Section 92) schools are privileged in the receipt of moneys, and no school taxes, except district taxes, can be returned as uncollected, so long as there is money enough in the Treasury of the town to meet the just demands of the schools. The deficiency occasioned by returned taxes, must bear first upon moneys raised for town purposes, except for roads and bridges, support of the poor, and support of schools—second, upon roads and bridges—third, upon support of the poor—and fourth, and last, upon schools. In some towns the practice has been to reverse this order, and make schools feel first the burden of delinquent taxes. Local Superintendents must look after this matter.

Punctuality of attendance cannot be too strongly urged. The parent should, by all means secure it. Much time and corresponding advancement are lost by those who are irregular or unpunctual in attendance. The habits formed by the child are of far more consequence than any particular book-knowledge required. If a lesson or two lost can be regained, and the defect nearly, or quite made up, there is something that lies still deeper, and is of far more value than this—it is the habit the child is forming. When he goes to school that is his *business*. When he stays at home, that should be his business. At all times should the habit of strict attention to business be enforced. The convenience of the parent should never be suffered to sacrifice the child's interest.

LIBRARY.

The Library of the Department of Public Instruction, now numbers nearly 800 volumes. The increase for the past year has been 75 volumes, nearly all valuable works of reference. From MASON BROTHERS, of New York, the library has received a very handsome donation. The amount of money appropriated from the fund for library purposes, has been drawn, and nearly all expended.

V.—TEXT BOOKS.

In examining Text Books for recommendation, I have given attention only to such as are proper subjects of study in the Common District School. The teachers of High Schools, and of Union Schools, who are generally retained year after year, are better judges than I of what books are best suited to their schools. In fact, the more advanced schools should not be confined to any particular Text Book. They should have a wide range of Reference Books, using as a special Text Book that which best suits the teacher. With such books there can be little objection urged on account of frequent changes, as the same teacher continues from year to year. In our Common District Schools, however, changes in teachers are made almost every term; hence the wisdom of our Legislators in requiring that others than the teachers should decide upon the Text Books to be used. The law provides that the "District Board shall have power, under the advice of the Superintendent of Public Instruction, to determine what school and text books shall be used in the several branches taught in the school of each district." This duty of the District Board is very generally neglected, and the people very justly complain of the frequent changes made in text books, involving great expense. That this tax upon the people should be obviated if possible, no one will deny. That this end may be secured, I would recommend some additional legislation, that shall require the District Board to determine the Text Books to be used, and to record their determination, and thus secure the District against any change, without the consent of a majority of the Board.

The design of requiring from the Superintendent of Public Instruction a recommendation of Text Books, I suppose, has no other object than to secure uniformity in books used. If the uniformity required, be uniformity throughout the State,

there has been signal failure in carrying out the design. I can see no ground for sorrow in such a failure. Uniformity of Text Books in any one school is absolutely essential to success. It is very desirable for a town. Ease of supply and cheapness would dictate uniformity for a tract of country seeking supplies at the same commercial center. In the abundance of good school books, the only arguments for uniformity through the State, that appear to be of any weight, are: First, the expense incurred by parents in moving from one part of the State to another, where an entirely different set of books is used. Second, cheapness consequent upon large amounts supplied. To the first I would say, cases are very rare of removal from one part of the State to another; not frequent enough to make it the basis of an argument for uniformity. As to the second, monopoly never yet lessened the price of any products.

The books I have recommended below are such as commend themselves to my judgment. I would advise their adoption in schools where no uniformity at present exists, but cannot find in them any superiority sufficient to warrant a complete change where such uniformity is already secured. Changes are often desirable, but they should be made only with the consent of the people to be affected thereby.

Moral Instruction.—The Bible.

Readers.—I set out upon the examination of Readers, with the determination to recommend but one series, but as the examination progressed I could find no warrant for giving preference so far as general arrangement, quantity and quality of matter is concerned, to either of the three sets most used in this State, viz: McGuffey's New Series, Parker & Watson's Series, and Sanders' Series. In paper, typographical execution, illustrations and binding, I give a decided preference to the National Series by Parker & Watson.

Spellers—simply as such, are of little use where the teacher has control of language. In the National Pronouncing Speller may be found very much of practical use.

Orthography.—Wright's.

The subject of *Analysis* has received far too little attention in our schools. It is of great practical utility, and deserves a place it has not hitherto held, as a branch of common school study. *Sanders' Analysis*, which is based upon the well known works of Dr. McElligott, meets the want in this particular.

Composition.—Brookfield's First Lessons, Quackenboss' Composition.

Grammar.—Pinneo's Primary Grammar, Clark's Grammar, and Greene's Analysis.

Arithmetic.—Stoddard's Intellectual Arithmetic, Ray's Series, and Higher Arithmetic, (New Edition.)

Algebra.—Robinson's Algebras.

Geography.—Monteith & McNally's.

Physical Geography.—Warren's.

A large majority of our schools are without those very efficient helps in the study of Geography—Globes and Outline Maps. In my examination of Outline Maps, I have found nothing better than *Pelton's*.

Physiology.—Mrs. Cutter's Primary Work, Hitchcock's Physiology.

History of United States.—Lossing's Primary, Lossing's Pictorial.

Every child should be furnished with a copy of Webster's Primary or Academic Dictionary, using the larger work furnished each school district only as a Reference Book, and not as a constant companion.

Natural History.—Mrs. Redfield's Chart, and Mrs. Redfield's Zoological Science.

Botany.—Gray's "How Plants Grow," and First Lessons.

Some work upon Agricultural Chemistry, simple in its character, and as far as possible, avoiding all technicalities, should be introduced into our schools. A small work suitable for such introduction, has been prepared by C. B. Chapman, M. D.

Book Keeping.—Smith & Martin.

Natural Philosophy.—Parker's First Lessons, Peck's Philosophy.

Reference Books.—All that can be obtained.

VI—NEEDED LEGISLATION.

1. The reports made to the Department of Public Instruction are incorrect, and in many particulars necessarily so.

The form of reports needs to be very much simplified. The reports would be far more valuable did they contain a *few facts* relating to the condition of schools, and less variety of statements concerning minor matters.

The requirements of law in regard to reports made by District Clerks, Town Superintendents, and County Clerks, do not harmonize. The whole matter needs complete revision.

2. The form of School Register should be uniform throughout the State, and some provision made that should secure the accurate keeping of such registers. The State should furnish these Registers, send a supply to each county, to be thence distributed to the several towns and districts. Their cost should be retained from the amount of funds annually distributed to the several towns. This course is recommended as an economical one. The cost to each district would be less than under the present system.

8. The law relating to the levying, collecting, and distributing of the several kinds of *School Taxes*, needs complete revision and simplification.

The taxes levied upon the towns by the County Boards of Supervisors, are in many cases paid over to the County Treasurer as county taxes, and two per cent. taken therefrom as Treasurer's fees. I do not consider this course the one designed by the law, but there is need of explicit directions upon this point. The tax referred to is exclusively a town tax, and should not go into the County Treasury at all.

4. The duties of District Boards need to be more definitely marked, and the relative powers of each member of the Board should be more distinctly set forth.

5. Some change in the length of school required as a condition of receiving Public Funds, may be safely made, and great good result from it. I would recommend a change from three to four months. By their previous action the people have shown themselves prepared for this change. Every county but one in the State, shows an average school of more than 3 months.

6. Under our present law the only basis of apportionment from the Public Funds, is found in the reports of Tax Levy, and Number of School Children.

After the money has reached the hands of the Town Superintendent, another condition is made by the law, viz.: a three months' school. The money that would have gone to the district failing in this condition, is divided between the other districts of the town. This offers a premium to those districts

that have careless neighbors, larger in proportion as the number of careless districts increases. If any premium is given, it should be to those towns, all of whose districts comply with the law, and never fail to have their three months' school. The only remedy for this injustice is found in such a change of the law as will require the apportionment of Public Moneys to be made upon the basis of the number of children entitled to receive funds at the hands of the Town Superintendent, i. e., the children of districts that have had the required school.

7. The matter of School Supervision, demands earnest attention. This has been discussed elsewhere. A change like the one proposed, would require modification of nearly every part of the School Law.

The simplest and best mode of reaching the whole matter, will be by the appointment, at an early day, of a Committee, whose duty it shall be to revise the whole School Law. Frequent amendments and additions have rendered the whole a piece of patch-work, difficult to understand, and more difficult to construe and explain. Some revision should be made at any rate, and the system modified to meet the wants of the people.

The whole matter is cheerfully submitted to the Legislature for its early and intelligent action.

J. L. PICKARD,

State Supt. Public Instruction.

APPENDIX "A."

APPORTIONMENT OF SCHOOL FUND INCOME—1860.

Counties and Towns.	No. of Chil- dren.	Arch Ap- portion- ment.	Dec. Ap- portion- ment.	Total Apportion- ment.
ADAMS—				
Adams	165	\$ 82 50	\$ 23 10	\$ 105 60
Barton	7	3 50	98	4 48
Brownville	19	9 60	2 66	12 16
Chester	141	70 60	19 74	90 34
Dell Prairie	316	158 00	44 24	202 24
Easton	134	67 00	18 76	85 76
Grand Marsh	171	85 50	23 94	109 44
Jackson	198	99 00	27 72	126 72
Leola	46	23 00	6 44	29 44
Monroe	115	57 50	16 10	73 60
Newark Valley	56	28 00	7 84	35 84
New Haven	222	111 00	31 08	142 08
Preston	141	70 60	19 74	90 34
Quincy	114	67 00	15 96	72 96
Richfield	98	49 00	13 72	62 72
Rome	49	24 50	6 86	31 36
Strong's Prairie	226	113 00	31 64	144 64
Springville	290	145 00	40 60	185 60
White Creek	80	40 00	11 20	51 20
	2,588	1,294 00	362 82	1,656 82
Bay Ar—				
Bergen	179	89 60	25 06	114 66
Christiana	248	124 00	34 72	158 72
Clinton	35	17 50	4 90	22 40
Coon	99	49 50	13 86	63 36
Franklin	320	160 00	44 80	204 80
Forest	86	43 00	12 04	55 04
Greenwood	117	68 60	16 88	74 88
Hillsborough	174	87 00	24 86	111 86
Hamburg	137	68 50	19 18	87 68
Harmony	105	52 50	14 70	67 20
Jefferson	318	159 00	44 52	203 52
Kickapoo	275	137 50	38 60	176 00
Liberty	68	44 00	12 32	56 32
Stark	39	19 50	5 46	24 96
Sterling	200	100 00	28 00	128 00
Union	26	13 00	3 64	16 64
Viroqua	534	267 00	74 76	341 76
Wheatland	197	98 50	27 58	126 08
Webster	134	67 00	18 76	85 76
Whitestown	51	25 50	7 14	32 64
	3,362	1,681 00	470 68	2,151 68

Counties and Towns.	No. of Children.	March Ap- portion- ment.	Dec. Ap- portion- ment.	Total Apportion- ment.
BROWN—				
Belleview	288	\$ 144 00	\$ 40 32	\$ 184 32
Depere	146	73 00	20 44	93 44
Depere Village	179	89 50	25 06	114 56
Green Bay	1,407	702 50	196 98	900 48
Green Bay City	1,226	613 00	171 64	784 64
Glenmore	146	73 00	20 44	93 44
Howard	852	176 00	49 25	225 25
Ft. Howard Borough	136	68 00	19 04	87 04
Holland	265	132 50	37 10	169 60
Lawrence	252	126 00	35 28	161 28
New Denmark	153	76 50	21 42	97 92
Morrison	103	51 50	14 42	65 92
Preble	191	95 50	26 74	122 24
Pittsfield	83	16 50	4 62	21 12
Rockland	180	65 00	18 20	83 20
Suamico	150	75 00	21 10	96 00
Wrightstown	180	90 00	25 20	115 20
	5,337	2,665 50	747 18	3,415 68
BUFFALO—				
Alma	70	35 00	9 80	44 80
Buffalo	170	85 00	23 80	108 80
Belvidere	103	51 50	14 42	65 92
Cross	110	55 00	15 40	70 40
Eagle Mills	56	28 00	7 84	35 84
Glencoe	53	26 50	7 42	33 92
Gilmanton	52	26 00	7 28	33 28
Maxville	121	60 50	18 94	77 44
Nelson	13	6 50	1 82	8 32
Naples	92	46 00	12 88	58 88
Waumundee	125	62 50	17 50	80 00
Buffalo City	36			
	1,001	482 50	135 10	617 60
CALUMET—				
Brillion	65	32 50	9 10	41 60
Brotherstown	462	231 00	64 68	295 68
Charlestown	288	144 00	40 32	184 32
Chilton	394	197 00	55 16	252 16
Harrison	295	147 50	41 30	188 80
New Holstein	346	173 00	43 44	221 44
Rantoul	106	53 00	14 84	67 84
Stockbridge	410	205 00	57 40	262 40
Woodville	187	68 50	19 18	87 68
	2,503	1,251 50	350 42	1,601 92
CHIPPewa—				
Bloomer Prairie	55	27 50	7 70	35 20
Anson				
Chippewa Falls	145	72 50	20 30	92 80
Eagle Point	100	50 00	14 00	64 00
Lafayette	110	55 00	15 40	70 40
	410	205 00	57 40	262 40

Counties and Towns.	No. of Chil- dren.	March Apportion- ment.	December Apportion- ment.	Total Apportion- ment.
CLARK—				
Pine Valley	134	\$67 00	\$18 76	\$85 76
Levis	10	5 00	1 40	6 40
Weston	68	34 00	9 52	43 52
	212	106 00	29 68	135 68
COLUMBIA—				
Arlington	256	128 00	35 84	163 84
Caledonia	376	188 00	52 64	240 64
Courtland	459	229 50	64 26	293 76
Columbus	664	332 00	92 96	424 96
Dekorra	384	192 00	53 76	245 76
Fort Winnebago	335	167 50	46 90	214 40
Fountain Prairie	420	210 00	58 80	268 80
Hampden	304	152 00	42 56	194 56
Leeds	347	173 50	48 58	222 08
Lowville	311	155 50	43 54	199 04
Lodi	522	261 00	73 08	334 08
Lewiston	419	209 50	58 66	268 16
Marcellon	415	207 50	58 10	265 60
Newport	332	166 00	46 48	212 48
Owego	420	210 00	55 00	265 00
Pacific	95	47 50	13 30	60 80
Portage	1077	538 50	150 78	689 28
Randolph	402	201 00	56 28	257 28
Scott	303	151 50	42 42	193 92
Springvale	320	160 00	44 80	204 80
Westpoint	205	102 50	37 10	150 00
Wycena	507	253 50	70 98	324 48
	8 933	4,466 50	1,250 62	5,717 12
CRAWFORD—				
Prairie du Chien	965	482 50	135 10	617 60
Wauzeka	188	94 00	26 32	120 32
Eastman	283	141 50	39 62	181 12
Seneca	166	83 00	23 34	106 34
Lynxville	88	44 00	12 32	56 32
Haney	179	89 50	25 06	114 56
Scott	196	98 00	27 44	125 44
Marietta	210	105 00	29 40	134 40
Freeman	250	125 00	35 00	160 00
Utica	217	108 50	30 38	138 88
Clayton	309	154 50	43 26	197 76
	3,051	1,525 50	427 14	1,952 64
DANE—				
Albion	435	217 50	60 90	278 40
Berry	291	145 50	40 74	186 24
Black Earth	292	146 00	40 88	186 88
Blooming Grove	280	140 00	39 20	179 20
Blue Mounds	318	159 00	44 52	203 52
Bristol	417	208 50	58 88	266 88
Burke	328	164 00	45 92	209 92

Counties and Towns.	No. of Chil- dren.	March Apportion- ment.	December Apportion- ment.	Total Apportion- ment.
DANE—continued.				
Christiana	593	296 50	83 02	379 52
Cottage Grove	475	237 50	66 50	304 00
Cross Plains	376	188 00	52 64	240 64
Dane	371	185 50	51 94	237 44
Deerfield	362	181 00	50 68	231 68
Dunkirk	624	312 00	87 36	399 36
Dunn	309	154 50	43 26	197 76
Fitchburg	441	220 50	61 74	282 24
Madison City	2,101	1,050 50	294 14	1,344 64
Madison	281	140 50	39 34	179 84
Mazomanie	380	190 00	53 20	243 20
Medina	397	198 50	55 58	254 08
Middleton	481	230 50	64 54	295 04
Montrose	391	195 50	54 74	250 24
Oregon	423	211 50	59 22	270 72
Perry	259	129 50	36 26	165 76
Primrose	353	176 50	49 42	225 92
Pleasant Spring	448	224 00	62 72	286 72
Rutland	439	219 50	61 46	280 96
Roxbury	463	231 50	64 82	296 32
Springdale	331	165 50	46 34	211 84
Springfield	435	217 50	66 50	284 00
Sun Prairie	420	210 00	58 80	268 80
Vermont	240	120 00	33 60	153 60
Verona	445	222 50	62 30	284 80
Vienna	286	118 00	33 04	151 04
Westport	353	176 50	49 42	225 92
Windsor	318	159 00	41 52	203 52
York	383	191 50	58 62	245 12
	15,469	7,734 50	2,165 66	9,900 16
DODGE—				
Ashippun	632	316 00	88 48	404 48
Beaver Dam	582	291 00	81 48	372 48
Beaver Dam City	891	445 50	124 74	570 24
Burnett	417	208 50	58 88	266 88
Calamus	368	184 00	51 52	235 52
Omaha	624	312 00	87 36	399 36
Clyman	588	294 00	82 32	376 32
Elba	578	289 00	80 92	369 92
Emmett	603	301 50	84 42	385 92
Fox Lake	841	420 50	117 74	538 24
Hermann	700	350 00	98 00	448 00
Hubbard	957	478 50	133 98	612 48
Hustisford	585	292 50	81 90	374 40
Leroy	395	197 50	55 30	252 80
Lomira	575	287 50	80 50	368 00
Lebanon	639	319 50	89 46	408 96
Lowell	799	399 50	111 86	511 36
Oak Grove	800	400 00	112 00	512 00
Portland	437	218 50	61 18	279 68
Rubicon	813	406 50	113 82	520 32
Shields	451	220 50	64 54	285 94
Theresa	843	421 50	118 02	539 52

Counties and Towns.	No. of Chil- dren.	March Apportion- ment.	December Apportion- ment.	Total Apportion- ment.
Dodge—continued.				
Trenton	639	319 50	89 46	408 96
Westford	201	100 50	28 14	128 64
Williamstown	690	345 00	96 60	441 60
Lomira, ext. for last year's error,	88			56 32
	15,658	7,895 32	2,192 12	10,087 44
DOUGLAS—				
Superior	104	52 00	14 58	66 58
Pokegama	47	23 50	6 58	30 08
Nemadji				
	151	75 50	21 14	96 64
DOOR—				
Sturgeon Bay, ...	205	102 50	28 70	131 20
Forestville, ...	43	21 50	6 02	27 52
Chambers Island, ...	18	9 00	2 52	11 52
Gibraltar, ...	120	60 00	16 80	76 80
Brussels, ...				
Clay Banks, ...				
Liberty Grove, ...				
Washington, ...	82	41 00	11 48	52 48
	468	234 00	65 52	299 52
DUNN—				
Menominee	97	48 50	13 58	62 08
Eau Galla	64	32 00	8 96	40 96
Rock Creek	45	22 50	6 30	28 80
Peru	83	16 50	4 62	21 12
Spring Brook	128	61 50	17 22	78 72
Dunn	119	59 50	16 66	76 16
	481	240 50	67 34	307 84
Eau Claire—				
Brunswick	85	42 50	11 90	54 40
Bridge Creek	121	60 50	16 94	77 44
Pleasant Valley	26	13 08	3 64	16 64
Half Moon	176	88 00	24 64	112 64
Eau Claire, ...	215	107 50	30 10	137 60
North Eau Claire	40	20 00	5 60	25 60
	663	331 50	92 82	424 32
FOND DU LAC—				
Fond du Lac City	1916	958 00	268 24	1226 24
Auburn	402	201 00	56 28	257 28
Ashford	633	316 50	88 62	405 12
Alto	457	228 50	63 98	292 48
Byron	483	241 50	67 62	309 12
Calumet	530	265 00	74 20	339 20
Empire	311	155 50	43 54	199 04
El Dorado	494	247 00	69 16	316 16

Counties and Towns.	No. of Chil- ren.	March Apportion- ment.	December Apportion- ment.	Total Apportion- ment.
Eden	488	\$244 00	\$68 32	\$312 32
Forest	466	283 00	65 24	298 24
Friendship	286	118 00	33 04	151 04
Fond du Lac	887	193 50	54 18	247 68
Lamartine	411	205 50	57 54	263 04
Metomen	584	292 00	81 76	373 76
Oakfield	430	215 00	60 20	275 20
Osceola	341	170 50	47 74	218 24
Marshfield	535	267 50	74 90	342 40
Rosendale	449	224 50	62 86	287 36
Springvale	464	232 00	64 96	296 96
Taycheedah	573	286 50	80 22	366 72
Waupun	729	364 50	102 06	466 56
Ripon	374	187 00	52 36	239 36
Ripon City	576	288 00	80 64	368 64
	12,269	6134 50	1717 66	7852 16
GRANT—				
Beetown	495	247 50	69 30	316 80
Blue River	114	57 00	15 96	72 96
Clifton	406	203 00	56 84	259 84
Cassville	607	303 50	84 96	388 46
Ellenboro	339	169 50	47 46	216 96
Fennimore	506	253 00	70 84	323 84
Harrison	447	223 50	62 58	286 08
Hazel Green	1004	502 00	140 56	642 56
Hickory Grove	283	116 50	32 62	149 12
Jamestown	560	280 00	78 40	358 40
Lancaster	806	408 00	112 84	515 84
Liberty	181	90 50	25 84	115 84
Little Grant	207	103 50	28 96	132 46
Lima	404	202 00	56 56	258 56
Marion	804	152 00	42 56	194 56
Millville	614	307 00	85 96	392 96
Muscoda	250	125 00	35 00	160 00
Paris	262	131 00	36 68	167 68
Patch Grove	422	211 00	69 08	270 08
Platteville	1037	518 50	145 18	663 68
Potosi	1046	523 00	146 44	669 44
Smelser	460	230 00	64 40	294 40
Wingville	253	126 50	35 42	161 92
Waterstown	140	70 00	19 60	89 60
Wyalusing	224	112 00	31 36	143 36
Waterloo	172	86 00	24 08	110 08
	11,493	5,746 50	1,609 02	7,355 52
GREEN—				
Albany	512	256 00	71 68	327 68
Adams	283	141 50	39 62	181 12
Brooklyn	375	187 50	52 50	240 00
Cadiz	409	204 50	57 26	261 76
Clarno	598	299 00	83 72	382 72
Decatur	548	274 00	76 72	350 72
Exeter	381	190 50	53 34	243 84
Jefferson	544	272 00	76 16	348 16

Counties and Towns.	No. of Chil- dren.	March Apportion- ment.	December Apportion- ment.	Total Apportion- ment
Jordan	364	\$182 00	\$ 50 96	\$232 96
Monroe	1164	582 00	162 98	444 96
Mt. Pleasant	527	263 50	73 78	337 28
New Glaras	304	152 00	42 56	194 56
Sylvester	492	246 00	68 88	314 88
Spring Grove	476	238 00	66 64	304 64
Washington	314	137 00	43 96	200 96
York	238	116 50	32 62	149 12
	7,524	3,762 00	1,053 86	4,815 86
GREEN LAKE—				
Berlin City	700	350 00	98 00	448 00
Berlin	430	215 00	60 20	275 20
Brooklyn	360	180 00	50 40	230 40
Dayton	286	143 00	40 04	183 04
Green Lake	464	232 00	64 96	296 96
Kingston	213	106 50	29 82	136 32
Markesan Village	137	68 50	19 18	87 68
Kingston Village	74	37 00	10 86	47 86
Mackford	387	193 50	54 18	247 68
Manchester	404	202 00	56 56	258 56
Marquette	150	75 00	21 00	96 00
Princeton	486	243 00	68 04	311 04
St. Marie	223	111 50	31 22	142 72
Seneca	189	94 50	26 46	120 96
	4,503	2,251 50	630 42	2,881 92
Iowa—				
Arena	428	214 00	59 92	273 92
Clyde	246	123 00	34 44	157 44
Dodgeville	1394	697 00	195 16	892 16
Highland	849	424 50	121 66	546 16
Linden	662	331 00	92 68	423 68
Mifflin	476	238 00	66 64	304 64
Mineral Point	513	256 50	71 82	328 32
Mineral Point City	1229	614 50	171 06	785 56
Pulaski	884	442 00	123 76	565 76
Ridgeway	797	398 50	111 58	510 08
Waldwick	391	195 50	54 74	250 24
Wyoming	286	143 00	40 04	183 04
	7,675	3,837 50	1,074 50	4,912 00
JACKSON—				
Albion	359	179 50	50 28	229 76
Irving	114	57 00	15 96	72 96
Bristol	196	97 50	27 80	124 80
Hixton	127	63 50	17 78	81 28
Springfield	29	14 50	4 06	18 56
Northfield	38	19 00	5 32	24 32
Alma	190	95 00	26 60	121 60
Manchester	60	30 00	8 40	38 40
	1,112	556 00	155 68	711 68

Counties and Towns.	No. of Chil- dren.	March Apportion- ment.	December Apportion- ment.	Total Apportion- ment.
JEFFERSON—				
Astalan	368	184 00	51 52	\$235 52
Cold Spring	288	144 00	40 32	184 32
Concord	565	282 50	79 10	361 60
Farmington	732	366 00	102 48	468 48
Hebron	400	200 00	56 00	256 00
Ixonia	716	358 00	100 24	458 24
Jefferson	1,072	536 00	150 08	686 08
Koshkonong	784	392 00	108 96	487 96
Lake Mills	594	297 00	83 16	380 16
Milford	605	302 50	84 70	387 20
Oakland	428	214 00	59 92	273 92
Palmyra	693	346 50	97 02	443 52
Sullivan	654	327 00	91 56	418 56
Sumner	176	88 00	24 64	112 64
Waterloo	555	277 50	77 70	355 20
Waterloo Village	87	43 50	12 18	55 68
Watertown	937	468 50	131 18	599 68
Watertown City	2,698	1,349 00	376 72	1,726 72
	12,332	6,168 00	1,726 48	7,894 48
JUNEAU—				
Armenia	99	49 50	13 86	63 36
Necedah	169	84 50	23 66	108 16
Germantown	291	145 50	40 74	186 24
Clearfield	14	7 00	1 96	8 96
Orange	57	28 50	7 98	36 48
Fountain	120	60 00	16 80	76 80
Lisbon	324	162 00	45 36	207 36
Marion	103	51 50	14 42	65 92
Lemonweir	356	178 00	49 84	227 84
Lindina	483	241 50	67 62	309 12
Plymouth	183	91 50	25 62	117 12
Wonewoc	174	87 00	24 36	111 36
Summit	147	73 50	20 58	94 08
Seven Mile Creek	132	66 00	18 48	84 48
Kildare	187	93 50	23 38	106 88
Lyndon	146	73 00	20 44	93 44
	2,966	1,482 50	415 10	1,897 60
KENOSHA—				
Kenosha	1,484	742 00	207 76	949 76
Pleasant Prairie	556	278 00	77 84	355 84
Wheatland	605	302 50	84 70	387 20
Bristol	471	235 50	65 94	301 44
Paris	492	241 00	67 48	308 48
Salem	546	273 00	76 44	349 44
Somers	464	232 00	64 96	296 96
Brighton	476	238 00	66 64	304 64
	5,084	2,542 00	711 76	3,253 76
Kewaunee—				
Kewaunee	248	124 00	34 72	158 72
Franklin	99	49 50	13 86	63 36

Counties and Towns	No. of Children.	March Apportion- ment.	December Apportion- ment.	Total Apportion- ment.
Kewaunee—continued.				
Ahnapee	399	199 50	55 86	255 36
Osasco	386	193 00	54 04	247 04
Carlton	221	110 50	30 94	141 44
Coryville	128	64 00	17 92	81 92
Montpelier	61	30 50	8 54	39 04
Red River	262	131 00	36 68	167 68
Pierce	188	68 00	19 04	87 04
	1,940	970 00	271 60	1,241 60
LA CROSSE—				
La Crosse City	1,126	562 50	157 50	720 00
Campbell	148	74 00	20 72	94 72
Jackson	194	97 00	27 16	124 16
Burns	252	126 00	35 28	161 28
Barre	344	172 00	48 16	220 16
Buchanan				
Holland	112	56 00	15 68	71 68
Farmington	229	114 50	32 06	146 56
Neshonoc	193	96 50	27 02	123 52
Bangor	255	127 50	35 70	163 20
Onalaska	313	156 50	43 82	200 32
Greenfield	281	140 50	39 44	179 84
	3,446	1,723 00	482 44	2,905 44
LA POINTE—				
Bayfield	67	33 50	9 38	42 88
Bayport	188	94 00	26 32	120 32
La Pointe				
	255	127 50	35 70	163 20
LA FAYETTE—				
Argyle	440	220 00	61 60	281 60
Belmont	188	94 00	26 32	120 32
Benton	894	447 00	125 16	572 16
Elk Grove	455	227 50	63 70	291 20
Center	678	339 00	94 99	433 92
Fayette	422	211 00	59 08	270 08
Gratiot	399	199 50	56 86	255 36
Kendall	443	221 50	62 02	283 52
New Diggings	778	389 00	108 92	497 92
Shullsburg	884	442 00	123 76	565 76
Wayne	276	138 00	38 64	176 64
White Oak Springs	221	110 50	30 94	141 44
Willow Springs	381	190 50	53 34	243 84
Wiota	648	324 00	90 72	414 72
Monticello	198	99 00	27 72	126 72
	7,305	3,652 50	1,022 70	4,675 20
MANITOWOC—				
Buchanan	396	198 00	55 44	253 44
Cato	484	242 00	67 76	309 76
Centerville	426	213 00	59 64	272 64

Counties and Towns.	No. of Child- ren.	March Apportion- ment.	December Apportion- ment.	Total Apportion- ment.
MANITOWOC—continued.				
Cooperstown	425	212 50	59 50	272 00
Eaton	171	85 50	23 94	109 44
Franklin	386	193 00	54 04	247 04
Gibson	288	144 00	40 82	184 82
Kossuth	538	269 00	75 32	344 82
Manitowoc	1256	628 00	175 84	803 84
Manitowoc Rapids	585	202 50	81 90	374 40
Maple Grove	253	126 50	35 42	161 92
Meeme	391	195 50	54 74	250 24
Mishicott	424	212 00	59 36	271 86
Newton	565	282 50	79 10	361 60
Rockland	162	91 00	25 48	116 48
Schleswig	178	89 00	24 92	113 92
Two Rivers	622	411 00	115 08	526 08
	<u>7,770</u>	<u>3,885 00</u>	<u>1,067 80</u>	<u>4,972 80</u>
MARATHON—				
Beclin				
Wausau	215	107 50	30 10	137 60
Jenny	44	22 00	6 16	28 16
Marathon				
Texas	13	6 50	1 82	8 82
Knowlton	25	12 50	3 50	16 00
Mosinee	87	43 50	12 18	55 68
Weston				
	<u>384</u>	<u>192 00</u>	<u>58 76</u>	<u>245 76</u>
MILWAUKEE—				
Franklin	677	338 50	94 78	433 28
Greenfield	985	492 50	137 90	630 40
Wauwatosa	1078	539 00	150 92	689 92
Granville	1101	550 50	154 14	704 64
Lake	796	398 00	111 44	509 44
Oak Creek	876	438 00	122 64	560 64
Milwaukee	936	468 00	131 04	599 04
Milwaukee City	14,033	7,016 50	1,964 62	8,981 12
	<u>20,482</u>	<u>10,241 00</u>	<u>2,867 48</u>	<u>13,108 48</u>
MARQUETTE—				
Douglas	237	118 50	33 19	151 68
Mecan	181	90 50	15 34	115 84
Westfield	178	89 50	24 92	113 92
Packwaukee	260	130 06	36 40	166 40
Buffalo	330	165 00	46 20	211 20
Shields	231	115 50	32 34	147 84
Crystal Lake	199	99 50	27 86	127 36
Montello	298	149 00	41 72	190 72
Harris	174	87 00	24 36	111 36
Springfield	108	54 00	15 12	69 12
Newton	239	119 50	33 46	101 12
Moundville	158	79 00	23 12	152 96

Counties and Towns.	No. of Chil- dren.	March Apportion- ment,	December Apportion- ment.	Total. Apportion- ment.
MARQUETTE—continued.				
Neshkora	105	52 50	14 70	67 20
Oxford	285	142 50	89 90	182 40
	<u>2,983</u>	<u>1,491 50</u>	<u>417 62</u>	<u>1,909 12</u>
MONROE—				
Adrian	136	68 00	19 04	87 04
Angelo	145	72 50	20 80	92 80
Clifton	85	17 50	4 90	22 40
Eaton	27	13 50	3 78	17 28
Glendale	86	43 00	12 04	55 04
Leon	202	101 00	28 28	129 28
Le Roy	75	37 50	10 50	48 00
La Fayette	100	50 00	14 00	64 00
Little Falls	131	65 50	18 34	83 84
Greenfield	240	120 00	33 60	153 60
Portland	176	88 00	24 64	112 64
Ridgeville	155	77 50	21 70	99 20
Sheldon	114	57 00	15 96	72 96
Sparta	560	280 00	78 40	358 40
Tomah	142	71 00	19 88	90 88
Wellington	84	42 00	11 76	53 76
Wilton	141	70 50	19 74	90 24
	<u>2,549</u>	<u>1,274 50</u>	<u>356 86</u>	<u>1,631 36</u>
Oconto—				
Marrinette	112	56 00	15 68	71 68
Peshigo	214	107 00	29 96	136 96
Stiles	125	62 50	17 50	80 00
Oconto	133	66 50	18 62	85 12
Oconto Village	223	111 50	31 22	142 72
Pensaukee	108	54 00	15 12	69 12
Suamico				
	<u>915</u>	<u>457 50</u>	<u>128 10</u>	<u>585 60</u>
OZAUCHEE—				
Belgium	1041	520 50	145 74	666 24
Cedarburg	1257	628 50	175 98	804 48
Fredonia	786	393 00	110 04	503 04
Grafton	774	387 00	108 36	495 36
Mequon	1390	695 00	194 60	889 60
Port Washington	981	495 50	138 74	634 24
Saukville	685	342 50	95 90	438 40
	<u>6,924</u>	<u>3,462 00</u>	<u>969 36</u>	<u>4,431 36</u>
OUTAGAMIE—				
Appleton City	624	312 00	87 36	399 36
Bovina	74	37 00	10 36	47 36
Buchanan	111	55 50	15 54	71 04
Center	131	65 50	18 44	83 84
Dale	210	105 00	29 40	134 40
Ellington	237	118 50	38 18	151 68
Embarrass	84	42 00	11 76	53 76

Counties and Towns.	No. of Chil- dren.	March Apportion- ment	December Apportion- ment	Total Apportion- ment
OUTAG. MR.—continued.				
Freedom	244	122 00	34 16	156 16
Grand Chute	280	140 00	39 20	179 20
Greenville	361	180 50	50 54	231 04
Hortonia	247	123 50	34 52	158 08
Kaukana	343	171 50	48 02	219 52
Liberty	62	31 00	8 68	39 68
Osborn	18	9 00	2 52	11 52
	3,026	1,513 00	423 64	1,936 64
PEPIN—				
Albany	32	16 00	4 48	20 48
Bear Creek	124	62 00	17 36	79 36
Frankfort	114	57 00	15 96	72 96
Lima	41	20 50	5 74	26 24
Pepin	272	136 00	38 08	174 08
Stockholm	46	23 00	6 44	29 44
Waubeck	66	33 00	9 24	42 24
	695	347 50	97 30	444 80
PIERCE—				
Pleasant Valley	94	47 50	13 16	60 16
El Paso				
Perry	45	22 50	6 30	28 80
Hartland	27	13 50	3 78	17 28
Trimbelle	94	47 00	13 16	60 16
Trenton	30	15 00	4 20	19 20
Isabelle	43	21 50	6 02	27 52
Oak Grove	76	38 00	10 64	48 64
Prescott City	346	173 00	48 44	221 44
Diamond Bluff	63	31 50	8 82	40 32
Clifton	114	57 00	15 96	72 96
River Falls	232	116 00	32 48	148 48
Martell	122	61 00	17 08	78 08
	1,236	643 00	180 04	823 04
POLK—				
Alden	58	26 50	7 42	33 92
Farmington	61	30 50	8 54	39 04
Osceola	152	76 00	21 28	97 28
St. Croix Falls	107	53 50	14 98	68 48
Sterling				
	373	186 50	52 22	238 72
PORTAGE—				
Amherst	131	65 50	18 34	83 84
Almond	145	72 50	20 30	92 80
Eau Pleine	21	10 50	2 94	13 44
Belmont	188	94 00	26 32	120 32
Buena Vista	156	78 00	21 84	99 84
Lanark	110	55 00	15 40	70 40
Linwood	38	16 50	4 62	21 12

Counties and Towns.	No. of Child- ren.	March Ap- portion- ment.	Dec. Ap- portion- ment.	Total Apportion- ment.
PORTAGE—Continued.				
Hull.....	174	87 00	24 36	111 36
New Hope.....	153	76 50	21 42	97 92
Plover.....	383	166 50	46 62	213 12
Pine Grove.....	129	64 50	18 06	82 56
Stockton.....	211	105 50	29 54	135 04
Stevens Point.....	41	20 50	5 74	26 24
Stevens Point City.....	389	194 00	54 32	248 32
	2,213	1,106 50	309 82	1,416 32
RACINE—				
Racine (Orwell).....	483	241 50	67 62	309 12
Mt. Pleasant.....	546	273 00	76 44	349 44
Caledonia.....	671	335 50	93 94	429 44
Raymond.....	477	238 50	66 78	305 28
Yorkville.....	518	259 00	72 52	331 52
Dover.....	476	238 00	66 64	304 64
Norway.....	372	186 00	52 08	238 08
Rochester.....	376	188 00	52 64	240 64
Waterford.....	622	311 00	87 08	398 08
Burlington.....	863	431 50	120 82	552 32
Racine City.....	8,016	1,508 00	422 24	1,930 24
	8,490	4,210 00	1,178 80	5,388 80
RICHLAND—				
Akan.....	77	38 50	10 78	49 28
Bloom.....	231	115 50	32 34	147 84
Buena Vista.....	341	170 50	47 74	218 24
Dayton.....	192	96 00	26 88	122 88
Eagle.....	375	187 50	52 50	240 00
Forest.....	290	145 00	40 60	185 60
Henrietta.....	281	140 50	39 34	179 84
Ithica.....	363	181 50	50 82	232 32
Marshall.....	244	122 00	34 16	156 16
Richmond.....	274	137 00	38 86	175 86
Richwood.....	353	176 50	49 42	225 92
Rockbridge.....	227	113 50	31 78	145 28
Richland.....	377	188 50	52 78	241 28
Sylvan.....	191	95 50	26 74	122 24
Willow.....	162	81 00	22 68	103 68
Westford.....	188	94 00	26 32	120 32
	4,186	2,083 00	583 24	2,666 24
ROCK—				
Avon.....	398	199 00	55 72	254 72
Beloit.....	314	157 00	43 96	200 96
Beloit City.....	1,322	661 00	185 08	846 08
Bradford.....	407	203 50	56 98	260 48
Clinton.....	614	307 00	85 96	392 96
Center.....	408	204 00	67 12	271 12
Fulton.....	678	339 00	94 92	433 92
Harmony.....	351	175 50	49 14	224 64
Jenastown.....	444	222 00	64 96	286 96

Counties and Towns.	No. of Chil- dren.	March Ap- portion- ment.	Dec. Ap- portion- ment.	Total Apportion- ment.
Rock—Continued.				
Janeville.....	346	173 00	48 44	221 44
Janesville City.....	3,689	1,844 50	516 46	2,360 96
Lima.....	418	209 00	58 52	267 52
La Prairie.....	311	155 50	43 54	199 04
Milton.....	582	291 00	81 48	372 48
Magnolia.....	450	225 00	63 00	288 00
Turtle.....	526	263 00	73 64	336 64
Newark.....	441	220 50	61 74	282 24
Porter.....	543	271 50	76 02	347 52
Plymouth.....	456	228 00	68 84	291 84
Rock.....	449	224 50	62 86	287 36
Spring Valley.....	423	211 00	59 18	270 08
Union.....	620	310 00	86 80	396 80
	<u>14,209</u>	<u>7,104 50</u>	<u>1,989 26</u>	<u>9,093 76</u>
SAUK—				
Spring Green.....	325	162 50	45 50	208 00
Troy.....	294	147 00	41 16	188 16
Prairie du Sac.....	587	293 50	82 18	375 68
Bear Creek.....	204	102 00	28 56	130 56
Franklin.....	208	104 00	29 12	133 12
Honey Creek.....	378	186 50	52 22	238 72
Kingston.....	347	173 50	48 68	222 08
Merrimac.....	272	136 00	38 08	174 08
Washington.....	437	218 50	61 18	279 68
Westfield.....	252	126 00	35 28	161 28
Freedom.....	219	109 50	30 66	140 16
Baraboo.....	791	395 50	110 74	506 24
Greenfield.....	250	125 00	35 00	160 00
Reedsburg.....	485	242 50	67 90	310 40
Excelsior.....	264	132 00	36 96	168 96
Fairfield.....	244	122 00	34 16	156 16
Dellona.....	211	105 50	29 54	135 04
Woodland.....	117	58 50	16 38	74 88
Marston.....	475	237 50	66 50	304 00
Winfield.....	212	106 00	29 68	135 68
New Buffalo.....	353	176 50	49 42	225 92
	<u>6,920</u>	<u>3,460 00</u>	<u>965 80</u>	<u>4,428 80</u>
SHAWANO—				
Richmond.....	83	16 50	4 62	21 12
Shawano.....	80	15 00	4 20	19 20
Belle Plain.....	55	27 50	7 70	35 20
Matteson.....	37	18 50	5 18	23 68
Waukecheon.....				
	<u>155</u>	<u>77 50</u>	<u>21 70</u>	<u>99 20</u>
SHEBOYGAN—				
Abbott.....	616	308 00	86 24	394 24
Greenbush.....	587	293 50	82 18	375 68
Hermann.....	634	317 00	88 76	405 76
Holland.....	803	404 00	113 12	517 12
Lima.....	714	357 00	99 96	456 96

Counties and Towns.	No. of Children.	March Apportion- ment.	December Apportion- ment.	Total Apportion- ment.
SHEBOYGAN—continued.				
Lyndon.....	598	299 00	83 72	382 72
Mitchell.....	379	189 50	53 06	242 56
Mosel.....	362	181 00	50 68	231 68
Plymouth.....	739	369 50	103 46	472 96
Rhine.....	411	205 50	57 54	263 04
Russel.....	141	70 50	19 74	90 24
Scott.....	491	245 50	68 74	314 24
Sheboygan.....	843	171 50	48 02	219 52
Sheboygan City.....	1709	854 50	239 26	1093 76
Sheboygan Falls.....	640	320 00	89 60	409 60
Sheboygan Falls Village.....	860	180 00	50 40	230 40
Wilson.....	436	218 00	61 04	279 04
	9,968	4,984 00	1,395 52	6,379 52
St. Croix—				
Hudson City.....	538	269 00	75 32	344 32
Rush River.....	65	32 50	9 10	41 60
Eau Gallie.....	28	14 00	8 92	17 92
Erin Prairie.....	78	39 00	10 92	49 92
Malone.....	114	57 00	15 96	72 96
Cylon.....	75	37 50	10 50	48 00
Hammond.....	93	46 50	13 04	59 52
St. Joseph.....	64	32 00	8 96	40 96
Somerset.....	118	59 00	16 52	75 52
Richmond.....	55	27 50	7 70	35 20
Hudson.....	68	34 00	9 52	43 52
Troy.....	85	42 50	11 90	54 40
Star Prairie.....	65	32 50	9 10	41 60
Pleasant Valley.....	83	41 50	11 62	53 12
	1,529	764 50	214 06	978 56
TREMPELEAU—				
Arcadia.....	52	26 00	7 28	33 28
Caledonia.....	102	51 00	14 28	65 28
Gale.....	149	74 50	20 86	95 36
Preston.....	100	50 00	14 00	64 00
Sumner.....	18	9 00	2 52	11 52
Trempeleau.....	265	132 50	37 10	169 60
	686	348 00	96 04	439 04
WALWORTH—				
Sharon.....	734	367 00	102 76	469 76
Darien.....	569	284 50	79 66	364 16
Richmond.....	401	200 50	56 14	256 64
Whitewater.....	1211	605 50	169 54	775 04
Walworth.....	580	285 00	74 28	359 28
Delavan.....	945	472 50	139 30	611 80
Sugar Creek.....	423	211 50	69 22	270 72
La Grange.....	514	257 00	71 96	328 96
Linn.....	391	195 50	54 74	250 24
Geneva.....	812	406 00	113 68	519 68
La Fayette.....	443	221 50	62 02	283 52
Troy.....	481	240 50	67 34	307 84
Bloomfield.....	458	229 00	63 84	291 84
Hudson.....	572	286 00	80 08	366 08

Counties and Towns.	No. of Children.	March Apportion- ment,	December Apportion- ment,	Total. Apportion- ment.
WALWORTH—continued.				
Spring Prairie.....	533	268 50	74 62	341 12
East Troy	639	319 50	89 48	408 96
Elkhorn.....	364	182 00	50 96	232 96
	10,018	5,009 00	1,402 52	6,411 52
WASHINGTON—				
Addison	794	397 00	111 16	508 16
Barton.....	439	219 50	61 46	280 96
Erin.....	712	356 00	99 68	455 68
Farmington	677	338 50	94 78	433 28
Germantown	1045	522 50	146 30	668 80
Hartford	974	487 00	136 36	623 36
Jackson	709	354 50	99 26	453 76
Kewaskum.....	361	180 50	50 54	231 04
Polk	1023	511 50	143 22	654 72
Richfield	879	439 50	123 06	562 56
Trenton	638	319 00	89 82	408 32
Wayne	624	312 00	87 36	399 36
West Bend.....	592	296 00	82 88	378 88
	9,467	4,733 50	1,325 38	6,058 88
WAUKESHA—				
Vernon	411	205 50	57 54	263 04
Brookfield	751	375 50	105 14	480 64
Menomonee	820	410 00	114 80	524 80
Oconomowoc	819	409 50	114 66	524 16
Delafield.....	564	282 00	78 96	360 96
Mukwaago.....	550	275 00	77 00	352 00
Genesee	697	348 50	97 58	446 08
Eagle	512	256 00	71 68	327 68
Muskego	583	291 50	81 62	373 12
Summit	477	238 50	66 78	305 28
New Berlin	792	396 00	110 88	506 88
Ottawa	452	226 00	63 28	289 28
Waukesha	1,265	632 50	177 10	809 60
Pewaukee	595	297 50	83 30	380 80
Lisbon	578	289 00	82 92	369 92
Merton	697	348 50	97 58	446 08
	10,563	5,281 50	1,478 82	6,760 32
WAUPACA—				
Dayton	314	157 00	43 96	200 96
Farmington	247	123 50	34 58	158 08
Scandinavia	215	107 50	30 10	137 60
Iola	188	94 00	26 32	120 32
Lind	355	177 50	49 70	227 20
Waupaca	368	184 00	51 52	235 52
St. Lawrence.....	198	99 00	27 72	126 72
Weyauwega	545	272 50	76 80	348 80
Royalton	202	101 00	28 28	129 28
Little Wolf.....	52	26 00	7 28	33 28
Union	27	13 50	3 78	17 28

Counties and Towns.	No. of Chil- dren.	March Apportion- ment.	December Apportion- ment.	Total Apportion- ment.
WAUPACA—continued.				
Caledonia	108	54 00	15 19	69 19
Mukwa	407	203 50	56 98	260 48
Lebanon ..	96	48 00	13 44	61 44
Bear Creek	47	23 50	6 58	30 08
	8,369	1,684 50	471 66	2,156 16
WAUSHARA—				
Bloomfield	194	97 00	27 16	124 16
Coloma	189	69 50	19 46	88 96
Dakota	193	96 50	27 02	123 52
Deerfield	84	42 00	11 76	53 76
Hancock	145	72 50	20 30	92 80
Leon	280	140 00	39 20	179 20
Marion	222	111 00	31 08	142 08
Mt. Morris	146	73 00	20 44	93 44
Oasis	180	65 00	18 20	83 20
Plainfield	341	170 50	47 74	218 24
Poyssippi	143	71 50	20 02	91 52
Bichford	208	104 00	29 12	133 12
Rose	93	11 50	3 22	14 72
Aurora	297	148 50	41 58	190 08
Saxville	254	129 00	36 12	165 12
Springwater	179	89 50	25 06	114 56
Warren	198	99 00	27 72	126 72
Wautoma	298	149 00	41 72	190 72
	8,478	1,739 00	486 92	2,225 92
WINNEBAGO—				
Algoma	276	138 00	38 64	176 64
Black Wolf	241	120 50	33 74	154 24
Clayton	398	199 00	55 72	254 72
Menasha	561	280 50	78 54	359 04
Neesah	509	254 50	71 28	325 76
Nekimi	400	200 00	56 00	256 00
Nepeuskun	351	175 50	49 14	224 64
Oakkoeh	247	123 50	34 58	158 08
Oakkoeh City	1,986	993 00	278 04	1,271 04
Oribula	38	19 00	5 32	24 32
Omro	822	411 00	115 08	526 08
Poygan	247	123 50	34 58	158 08
Rushford	606	303 00	84 84	387 84
Utica	426	213 00	59 64	272 64
Vinland	347	173 50	48 58	222 08
Winneconne	481	215 50	60 34	275 84
Winchester	400	200 00	56 00	256 00
	8,288	4,143 00	1,160 04	5,303 04
WOOD—				
Centralia	97	48 50	13 58	62 08
Dexter	57	28 50	7 98	36 48
Grand Rapids	207	103 50	28 98	132 48
Hemlock	44	22 00	6 16	28 16
Rudolph	60	30 00	8 40	38 40
Saratoga	105	52 50	14 70	67 20
	570	285 00	79 80	364 80

APPENDIX "B."

TABLE NO. 1.

Names of Counties and Towns.	No. of School Districts.	No. of Dist. which have not Rep.	No. of parts of Districts.	No. of Dist. which have not Rep.	No. School Houses in Joint Dist.	Average No. of months Schools have been taught.	Number of Male Children residing in Town over 4 and under 20 years of age.	Number of Female Children residing in Town over 4 and under 20 years of age.	Total Number of Children residing in Town over 4 and under 20 years of age.	Number of Children over 4 and under 20 years of age who have attended School.	Number of Children over twenty years of age who have attended School.	Average Number of months Children between 4 and 20 years of age have attended School.	Average No. of months Schools have been taught by a Male Teacher.	Average No. of months Schools have been taught by a Female Teacher.	Average amount of Wages per month paid to Male Teachers.	Average amount of Wages per month paid to Female Teachers.
Adams—	3	1	2	1	1	163-6	106	81	186	128	2	41-8	18-5	4	25 50	14 00
Adams	1	1	1	1	1	114	18	9	22	11	1	4	4	4	10 00	10 00
Brownville	3	4	4	4	3	36	69	67	136	130	1	31-4	31-4	6	20 58	12 87
Chester	4	4	4	4	2	1-2	169	182	291	277	2	51-2	3	4	24 00	12 00
Dell Prairie	4	4	4	4	1	16	67	56	123	123	3	51-2	3	4	20 00	14 00
Easton	4	4	4	4	1	161-4	96	75	171	171	10	43-8	11-4	3	20 00	10 90
Grand Marsh	4	4	4	4	1	53-8	112	99	211	174	2	31-4	23-4	3	17 50	11 50
Jackson	7	3	1	1	1	153-4	39	30	69	82	4	61-3	61-3	6	20 00	11 00
Leola	3	3	3	3	1	161-8	56	68	124	124	4	31-2	2	4	20 00	9 00
Monroe	3	3	3	3	1	16	139	104	243	226	4	41-4	32-3	3	24 00	16 00
New Haven	5	4	4	4	1	23	83	76	159	138	1	42-8	3	4	21 00	10 50
Newark Valley	3	3	3	3	1	261-4	45	88	83	69	2	3	3	3	25 00	15 00
Preston	3	3	3	3	1	273-4	70	60	120	117	2	3	3	3	25 00	15 00
Quincy	2	2	2	2	1	26	31	26	57	47	4	3	3	3	11 33	11 33
Richfield	3	3	3	3	1	41-3	31	26	57	47	4	3	3	3	11 33	11 33
Rome	3	3	3	3	1	41-3	31	26	57	47	4	3	3	3	11 33	11 33

Springville	5	1	3	..	215 1-8	134	129	263	213	.....	3	5	12 1-8	3	16 50	11 50
Strong's Prairie	3	..	3	..	1 5 4-5	101	129	230	215	1	6	5	2 4-5	3	19 40	13 25
White Creek	1	..	2	..	6 2-3	30	35	65	79	3	8	2 3	3	3 2-3	36 00	10 25
57 ..	41	1	21	5 7	1 3 49	1 204	2 594	2 336	34	28	4	3	2 6	3 9	22 21	11 59

ASHLAND—

Bayport	2	1	..	..	8	94	97	191	18		3	3	3	3	20 00	20 00
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BAD AX—

Bergen	8	1	..	18	48	56	104	55	1		3	2	1-2	8	10 40	10 40
Christiana	4	1	..	13 1-5	118	127	245	176	2	16	2	1-2	3 1-2	2	17 00	13 00
Clinton	5	1	..	4 1-4	46	51	97	89	6	.....	1	3-4	3-4	3 1-4	11 65	7 50
Coon	2	1	..	3	51	61	112	35	.....	2	1	3-4	8	.....	21 00	.....
Franklin	9	1	..	.. 4	177	177	364	248	3	4	2	6-7	4 1-3	3	21 00	14 00
Forest	4	1	..	1 4	60	44	104	90	1	2	2-5	3	3	3 2-5	22 50	14 50
Greenwood	6	1	..	4 1-5	68	67	135	90	2	1	4 1-2	3	3	3	12 19	14 67
Hillsborough	5	1	..	1 5	99	110	209	163	4	1	.....	.....	.....	.....	20 00	12 00
Hamburg	3	..	..	3 1-2	113	111	224	88	.....	.....	3	5-6	5-6	3 1-4	24 50	11 00
Harmony	3	3	..	4 1-3	64	65	129	100	2	.....	3	5-6	3 5-6	3 5-6	25 00	10 00
Jefferson	6	2	..	2 5 1-2	202	165	367	324	.....	16	3	2-11	3 1-16	2 3-8	23 63	13 00
Kickapoo	6	..	..	4 1-3	155	129	284	212	3	.....	.....	.....	.....	.....	25 00	14 00
Liberty	1	5	..	1 5 2-3	53	42	95	79	.....	.....	4 1-4	3 1-2	5	.....	18 00	15 00
Stark	4	2	..	1 4	61	56	117	85	6	2	3	1	2	.....	21 00	8 40
Sterling	6	3	..	2 3 5-9	117	71	188	124	.....	1	2	3-10	1	3	23 00	12 00
Union	3	1	..	4 2-3	18	23	41	33	.....	.....	4	3	7	.....	20 00	10 00
Viroqua	6	6	..	2 4 3-4	233	300	593	470	1	8	2	4-10	2 1-12	1 5-6	20 03	14 00
Wheatland	5	4	..	2 3 8-9	100	119	219	175	2	3	3	3-6	3 1-5	3 1-6	20 40	9 00
Weber	5	2	..	1 3 1-2	88	75	163	127	3	2	2	2-3	1 2-3	2	15 00	7 50
Whitewater	2	1	..	1 5	23	23	51	.....	1	1	4 1-8	3	6	.....	26 00	12 00
93 ..	37	..	16	4 1	1 959	1 872	3 831	2 762	36	58	3	2-5	3	3	20 36	11 63

TABLE No. I.—continued.

Names of Counties and Towns.	No. of School Districts.	No. of Districts which have not Rep.	No. of parts of Districts.	No. of Dist. which have not Rep.	No. School Houses in Joint Dist.	Average No. of months Schools have been taught.	Number of Male Children residing in Town, over 4 and under 20 years of age.	Number of Female Children residing in Town, over 4 and under 20 years of age.	Total number of Children residing in Town, over 4 and under 20 years of age.	No. of Children over 4 and under 20 years of age who have attended School.	No. of Children under 4 years of age who have attended School.	No. of Children over 20 years of age who have attended School.	Average No. of months Children between 4 and 20 years of age have attended School.	Average No. of months Schools have been taught by a Male Teacher.	Average No. of months Schools have been taught by a Female Teacher.	Average amount of Wages per month paid to Male Teachers.	Average amount of Wages per month paid to Female Teachers.
Brown—	8	—	—	—	—	3 1-3	76	66	132	73	2	1	3 1-3	3	2 1-2	\$15 00	14 34
Depere	1	—	—	—	—	1 6	95	100	195	119	5	1	3	6	6	30 00	14 50
Depere Village	1	—	—	—	—	3	189	155	294	160	14	1	3	3	3	20 00	18 00
Bellevue	1	—	—	—	—	3	36	30	46	14	10	1	3	3	3	18 00	18 00
Katon	1	—	—	—	—	2	176	164	340	150	10	1	6	5	1 1-2	20 00	18 00
Green Bay	2	—	—	—	—	1 6 1-2	176	164	340	150	10	1	6	5	1 1-2	55 55	24 37
Green Bay City	2	—	—	—	—	10 1-2	617	603	1,220	473	1	1	6 17-20	10 1-2	10 1-2	86 00	42 00
Glenmore	1	—	—	—	—	3 3-4	64	46	100	83	1	1	3 3-4	1 1-2	2 1-4	86 00	42 00
Holland	4	—	—	—	—	5 3-4	180	137	317	143	1	1	5 3-4	7 1-3	1 2-3	17 12	16 00
Howard	3	—	—	—	—	9	164	151	315	204	1	1	9	10 1-2	4 1-2	23 87	16 00
Ft. Howard Borough	3	—	—	—	—	17 1-2	133	124	257	163	1	1	10 1-2	4 1-2	6	25 00	16 00
Humbolt	2	—	—	—	—	1 6	116	117	233	88	1	1	6	6	6	20 00	15 00
Lawrence	4	—	—	—	—	5 1-4	143	124	267	173	1	1	6	3 1-2	3 1-2	18 60	12 50
Morrison	4	—	—	—	—	4 1-2	76	67	143	96	1	1	7	3 1-2	4	19 00	12 50
New Denmark	4	—	—	—	—	1 5	71	72	143	73	1	1	6	2 4-5	2 1-5	18 00	15 00
Pittsfield	2	—	—	—	—	3 1-2	18	22	40	21	1	1	3 1-2	3 1-2	3 1-2	14 00	14 00
Preble	1	—	—	—	—	1 5 1 2	121	88	209	60	6	1	6 1-2	2	2 1-2	19 00	17 00

Rockland.....	5	1	1	4 5-6	84	72	156	95	.....	.....	.....	.....	84 00	14 33
Scott.....	3	5	1	3 6 1-2	457	464	921	343	2	.....	.....	.....	20 00	18 00
Sumico.....	2	1	1	1 4 2-3	72	72	144	126	1	.....	.....	.....	22 00	11 66
Wrightstown.....	3	2	2	1 6 1-3	115	107	222	130	1	.....	.....	.....	18 00	14 75
	51	20	5	6 8	2,932	2,751	5,683	2,707	31	45	5 8	4 5	23 58	17 34

Buffalo—

Alma.....	3	1	1	10	29	37	66	56	2	.....	.....	.....	22 00	14 00
Buffalo.....	2	1	1	8	81	80	161	69	.....	.....	.....	.....	28 00	.....
Belvidere.....	2	1	1	8	65	44	109	61	.....	.....	.....	.....	26 50	.....
Cross.....	1	1	2	8	69	57	126	65	.....	.....	.....	.....	20 23	.....
Eagle Mills.....	1	1	1	7	37	28	65	43	.....	.....	.....	.....	24 00	.....
Glencoe.....	1	1	1	3 1-2	31	.....	31	20	.....	.....	.....	.....	24 00	.....
Gilmanton.....	4	1	1	12	35	28	68	50	1	.....	.....	.....	.....	10 66%
Maxville.....	4	3	3	16	76	64	130	100	7	4	4 1-2	3 1-2	20 00	18 00
Nelson.....	3	2	2	6	33	26	58	33	1	.....	.....	.....	.....	11 27
Naples.....	3	1	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Waumandee.....	3	1	1	15	85	70	155	165	.....	.....	.....	.....	20 00	.....
Buffalo City.....	1	1	1	12	33	29	62	62	.....	.....	.....	.....	38 33	.....
	25	9	9	9 6	573	454	1,026	713	11	9	7 2-11	8 1-0	24 24	13 48

Calumet—

Brillion.....	3	1	1	6 1-3	36	30	68	64	1	2	4	8 2-3	21 1-3	24 50	15 00
Brothertown.....	8	1	1	7 3-4	283	238	476	266	3	2	4 1-2	2 1-4	3 2-3	24 00	10 00
Chilton.....	7	1	1	6 1-4	223	171	394	276	3	2	5 1-2	3 4	3 8-4	16 00	10 00
Charlestown.....	5	1	2	2 8	134	152	296	197	3	1	4 1-2	4 1-2	3 8-4	25 00	13 25
Harrison.....	10	1	1	7	164	146	310	197	1	0	6 8-2	2 3-4	4 1-8	22 64	14 82
New Holstein.....	4	1	1	7	184	198	380	167	.....	.....	4 1-2	5 2	21 25	21 25	12 00
Rantoul.....	2	2	2	1 7	47	98	96	70	2	1	6 2-3	3 1-3	3 2-3	20 00	15 00
Stockbridge.....	8	3	3	4 1-2	102	98	195	166	.....	.....	1 1-2	3 1-2	16 00	10 20	10 20
Woodville.....	4	1	1	4	81	69	150	98	.....	.....	1 4	2 3-4	21 70	11 00	11 00
	61	5	7	3 6 4-9	1,209	1,148	2,352	1,501	13	9	4 1-2	3 4-7	3 1-9	21 23	12 36

TABLE No. I.—*continued.*

Names of Counties and Towns.	No. of School Districts.	No. of Dist. which have not Rep.	No. of parts of Districts.	No. of Dist. which have not Rep.	No. of Male Children residing in Town, over 4 and under 20 years of age.	No. of Female Children residing in Town, over 4 and under 20 years of age.	Total No. of Children residing in Town, over 4 and under 20 years of age.	No. of Children over 20 years of age who have attended School.	Average No. of months Children have attended School.	Average No. of months Schools have been taught by a Male Teacher.	Average No. of Months Schools have been taught by a Female Teacher.	Average amount of Wages per month paid to Male Teachers.	Average amount of Wages per month paid to Female Teachers.
CHIPPewa—													
Lafayette	4	—	—	—	69	58	127	99	15	2 3-4	3 3-4	\$ 27 00	\$ 18 75
Bloomer Prairie	3	—	—	—	33	39	77	66	—	—	5	—	16 50
Anson	1	—	1	—	12	15	27	27	1	—	3	—	16 00
Chippewa Falls	1	—	—	9	80	61	141	—	5	—	5	30 00	28 00
Eagle Point	1	—	—	—	70	66	136	—	5	—	6 1-3	—	18 00
Wheaton	—	—	—	—	—	—	—	—	—	—	—	—	—
	10	—	1	—	269	239	508	192	21	4 3-5	4 2-5	28 50	19 45
CLARK—													
Pine Valley	5	1	2	1	86	67	153	91	—	3 1-5	1 3-5	23 80	23 50
Levis	2	—	—	—	9	9	18	23	1	4 1-2	6	20 20	16 50
Weston	1	—	1	1	34	35	69	54	—	3	7	30 00	25 50
	8	1	3	2	139	111	250	167	1	3 1-5	4 9	26 50	21 50
COLUMBIA—													
Arlington	3	—	4	—	143	123	266	266	10	4 5 8-7	3 3-7	19 14	11 28
Oaledonia	5	—	1	—	210	162	372	266	4	8 6 1-2	5 6-6	22 50	17 63

Courtland.....	4	..	2	..	6 3-4	216	214	430	312	3	6	5 1-5	3 3-4	5	27 50	14 25
Columbus.....	8	..	2	..	7	400	392	792	589	1	17	4	4 3-4	5	23 33	9 36
Dakota.....	8	..	2	..	6	244	210	464	408	12	15	4 4-5	4 3-4	2 1-2	22 50	13 25
Fort Winnebago.....	4	1	4	2	6 1-2	190	149	339	274	6	7	6 1-4	3 5-14	3 1-2	19 20	10 66
Fountain Prairie.....	6	..	3	1	7 1-4	204	210	414	350	3	6	3	2	5 1-3	27 18	13 85
Hampden.....	6	..	3	..	7	198	156	354	198	3	7	4 1-2	3 2-3	3 2-3	18 00	8 00
Leeds.....	6	..	1	..	6 3-4	175	173	348	..	2	6	..	6	6	20 83	13 46
Lowville.....	6	..	2	..	7 1-4	166	123	289	220	4	5	3 1-2	3 1-2	3 1-2	20 11	9 44
Lodi.....	7	..	5	..	6 1-2	273	254	527	438	1	10	4	1 55-73	4 27-73	23 00	14 02
Leviston.....	10	..	..	..	5 1-2	204	198	402	291	12	5	..	3 13-16	3 13-16	22 00	13 00
Marcanton.....	5	..	7	..	6 1-2	205	191	396	853	1	17	6 1-2	3 1-3	3 1-12	19 16	9 60
Newport.....	5	..	1	..	4 3-4	174	190	364	212	6	2	6	3	3	26 00	15 00
Osago.....	4	..	3	..	7 1-4	229	208	487	803	6	13	6	4	5	20 40	12 54
Pacific.....	5	1	1	..	4 1-2	50	39	89	67	..	..	4 1-2	2 1-2	2	20 33	11 26
Portage.....	9	..	..	..	10	512	535	1,047	708	..	10	4 1-2	2 2-9	7 7-9	55 00	25 00
Randolph.....	3	..	6	1	7 11-16	227	219	446	400	8	5	4 1-3	4	3 5-8	25 37	15 00
Scott.....	4	..	4	..	7 1-4	155	168	328	286	3	6	6 7-8	2 1-6	5 1-2	20 40	10 82
Springvale.....	4	..	4	2	7	191	155	346	362	4	11	5 1-3	2 5-6	4 1-6	18 80	12 75
West Point.....	5	..	3	..	6 5-8	147	137	284	215	2	9	4 1-2	3 1-2	4	23 83	14 60
Wyocena.....	7	..	1	..	7	269	250	519	479	4	12	4 6-11	3 1-7	5	24 00	13 00
124	2	59	6	..	6 3-4	4,782	4,456	9,238	6,904	97	180	5	3 4-5	4 1-3	23 57	13 07
CRAWFORD—																
Clayton.....	12	..	2	..	4 1 2	193	180	373	287	10	2	4	1	3 1-2	17 00	10 25
Haney.....	4	..	6	..	4 3-4	94	89	163	163	..	4	2	1 1-2	2 1-4	21 09	14 00
Lynxville.....	2	..	3	..	1 5 1-4	58	36	94	93	..	..	..	1 1-2	3 3-4	19 23	12 66
Marietta.....	9	..	..	..	3	37	104	201	158	2	4	3	1 1-2	1 1-2	17 00	12 00
Eastman.....	6	..	4	..	2 4	163	159	322	200	5	5	2 8-10	1 1-2	2 1-2	21 46	12 43
Freeman.....	7	..	5	..	1 3 3-4	132	124	256	209	6	8	4	1 1-2	2 1-4	19 60	10 60
Utica.....	9	..	1	..	4 1-2	134	130	264	171	1	5	3 1-2	1 1-2	3	15 40	10 00
Seneca.....	3	..	6	..	4 1-2	98	87	185	147	6	6	4	1 1-2	3	20 25	12 91
Scott.....	7	..	3	..	1 3 1-2	191	115	236	136	5	..	3 1-2	1 1-2	2	20 00	12 00
Wauzeka.....	6	..	..	..	3 1-4	107	114	221	134	4	2	4	1 1-2	1 3-4	27 00	8 50
Prairie du Chien....	9	..	..	..	7 3-9	423	461	874	603	13	..	6 1-6	1 4-9	6 8-9	25 00	22 30
74	..	..	27	..	13 4-3	1,620	1,569	3,189	2,201	56	36	3 7-11	1 6-11	3 1-11	20 28	12 51

TABLE No. I.—continued.

Names of Counties and Towns.	No. of School Districts.	No. of Dist. which have not Rep.	No. of parts of Districts.	No. of Dist. which have not Rep.	No. of Male Children residing in Town, over 4 and under 20 years of age.	No. of Female Children residing in Town, over 4 and under 20 years of age.	Total No. of Children residing in Town, over 4 and under 20 years of age.	No. of Children over 4 and under 20 years of age who have attended school.	No. of Children under 4 years of age who have attended school.	No. of Children over 20 years of age who have attended school.	Average No. of months Children between 4 and 20 years of age have attended School.	Average No. of months Schools have been taught by a Male Teacher.	Average No. of months Schools have been taught by a Female Teacher.	Average amount of Wages per month paid to Male Teachers.	Average amount of Wages per month pd. to Female Teachers.
Dane—	7	1	3	1	306	190	396	266	4	5	3 1-3	2 8-5	4 1-7	\$18.87½	\$9.59
Albion	7	1	3	1	174	166	340	166	4	3	4 3-5	4 1-3	2 1-8	24.20	14.00
Berry	5	1	3	1	167	150	317	246	1	1	6 1-10	4	6 1-3	40.00	17.25
Black Earth	4	1	3	1	160	144	304	243	1	1	5	3 1-5	2 8-15	20.15	10.85
Bloomington	4	1	3	1	166	161	327	196	4	6	4	2 8-15	3 2-5	19.00	11.00
Blue Mounds	6	1	3	1	247	179	426	263	1	17	4 7-15	3 7-15	3	19.88	10.70
Bristol	4	1	3	1	161	190	351	231	2	14	8	4	3	22.50	11.25
Barke	5	1	3	1	232	265	497	390	1	6	6 1-3	3 1-5	3	24.81	15.12
Christiana	6	1	3	1	256	256	512	391	6	4	6 1-3	4	3 1-3	18.00	9.00
Costage Grove	6	1	3	1	233	194	427	221	1	4	6 1-3	3 1-10	4 1-2	21.91	13.26
Cross Plains	5	1	3	1	186	140	326	314	1	9	5	3 8-15	3 1-3	25.00	16.00
Dane	5	1	3	1	190	170	360	225	1	9	5	3 8-15	3 1-3	20.00	13.20
Deerfield	4	1	3	1	364	343	707	490	9	5	6 1-2	3 1-3	4 1-6	30.00	15.00
Dunkirk	4	1	3	1	188	169	357	282	4	5	5 1-2	3	4	25.50	12.14
Dunn	4	1	3	1	235	201	436	347	4	10	5 1-2	4	3 1-3	25.14	13.77
Fitchburg	3	1	3	1	134	145	279	254	4	1	5 1-15	2 3-5	3 3-5	23.80	16.28
Madison	3	1	3	1	134	145	279	254	4	1	5 1-15	2 3-5	3 3-5	23.80	16.28

Madison city.....	1	...	...	...	911-221	1076	1164	2940	765	1	10	...	91-3	91-3	\$ 52 08	\$ 27 18
Maconomie.....	4	...	3	...	516-22	213	198	411	239	2	1	6	71-3	73-5	30 00	12 50
Medina.....	5	...	5	...	264-22	215	180	395	811	3	2	...	61-3	41-8	18 66	10 23
Middleton.....	6	...	5	...	2619-22	268	233	501	339	...	6	61-6	41-6	3	23 75	16 00
Montrose.....	5	...	2	...	2719-22	205	197	402	311	...	7	4	4	41-3	22 00	11 21
Oregon.....	9	...	1	...	73-22	243	221	464	366	6	19	77-15	27-15	41-4	20 00	10 00
Perry.....	3	...	3	...	1	181	161	332	166	...	12	61-3	8	6	21 50	15 89
Primrose.....	4	...	4	...	2614-22	215	158	373	302	...	9	32-3	27-16	3	21 22	14 88
Pleasant Spring.....	5	...	4	...	265-22	215	196	411	285	6	13	...	82-5	3	23 50	11 90
Rutland.....	7	...	6	...	178-22	235	199	484	885	6	14	5	31-7	31-7	25 62	10 95
Roxbury.....	4	...	8	...	271-22	267	230	497	894	1	4	61-10	31-2	52-5	24 16	16 00
Springdale.....	4	...	2	...	177-22	217	179	366	949	2	7	4	81-15	41-6	26 50	14 50
Springfield.....	5	...	6	...	512-22	236	236	471	903	...	4	31-8	31-5	81-7	23 25	15 67
Sun Prairie.....	3	...	7	...	37	214	222	436	821	...	4	7	6	4	25 60	10 00
Vermont.....	4	...	...	...	516-22	225	162	367	189	...	...	10	6	4	22 00	13 00
Vienna.....	7	...	1	...	1717-22	239	236	474	872	...	7	41-8	41-4	51-6	26 67	16 89
Vienna.....	3	...	3	...	2620-22	139	105	944	212	2	8	3	23-5	41-16	22 62	10 83
Westport.....	5	...	9	...	520-22	176	159	335	264	5	3	31-5	4	41-6	24 60	17 00
Windsor.....	4	...	3	...	268-22	189	169	358	251	...	9	4	31-5	31-8	28 85	10 25
York.....	5	...	6	...	472-22	216	165	391	289	4	12	41-3	81-16	4	16 44	9 58
	174	...	118	101547	8517	7884	16401	10762	86	...	239	45-18	4	38-4	23 52	12 80

Dover—

Ashippon.....	7	...	4	...	169-11	386	310	695	527	2	10	41-2	41-4	31-4	\$ 24 00	\$ 13 00
Burnett.....	3	...	5	...	37	218	188	408	339	4	6	41-28	63-5	52-6	22 00	9 50
Beaver Dam.....	8	...	3	...	174-11	382	277	609	441	5	4	7	23-11	47-11	26 60	12 00
Beaver Dam City.....	1	...	...	...	10	492	472	964	685	...	15	10	10	10	60 00	20 00
Chester.....	3	...	6	...	682-9	183	166	849	284	5	88	31-2	33-4	41-4	24 50	13 00
Galamus.....	7	...	3	...	269-10	207	170	377	308	3	...	51-3	4	4	21 28	13 10
Olyman.....	4	...	7	...	367-11	358	310	658	427	...	12	31-2	84-5	81-2	25 00	12 50
Elba.....	5	...	4	...	476-9	293	269	562	447	5	6	81-2	3	6	23 00	15 00
Emmet.....	8	...	2	...	63-4	362	312	664	470	...	...	6	4	4	21 62	15 16
Fox Lake.....	3	...	8	...	4810-11	392	373	765	503	4	7	41-2	41-3	69-10	29 16	15 45
Hubbard.....	6	...	3	...	212-2-3	466	508	974	683	6	26	...	51-4	41-7	31 27	19 21

TABLE No. I.—continued.

Names of Counties and Towns.	No. of School Districts.	No. of Dist. which have not Rep.	No. of parts of Districts.	No. of Dist. which have not Rep.	N. School Houses in Joint Dist.	Average No. of months Schools have been taught.	No. of Male Children residing in Town over four and under 20 years of age.	No. of Female Children residing in Town over 4 and under 20 years of age.	Total No. of Children residing in Town over 4 and under 20 years of age.	No. of Children over 4 and under 20 years of age who have attended School.	No. of Children under 4 years of age, who have attended School.	Number of Children over twenty years of age, who have attended School.	Average No. of months Children between 4 and 20 years of age have attended School.	Average No. of months Schools have been taught by a Male Teacher.	Average No. of months Schools have been taught by a Female Teacher.	Average amount of wages per month paid to Male Teachers.	Average amount of wages per month paid to Female Teachers.
Fond du Lac—	1	—	—	—	—	10	985	1154	2119	1488	—	19	7 1 3	10	10	\$100 00	\$26 62
Fond du Lac City —	8	—	—	—	—	96	220	189	409	334	5	1	5 1 4	22 27 6	23 27	20 50	7 84
Auburn.....	8	—	—	—	—	25	360	334	694	458	1	4	3 6 8	3	5	24 00	12 00
Ashford.....	9	—	—	—	—	37	208	269	415	347	6	13	5 1 5	4	3	20 00	10 00
Alto.....	11	—	—	—	—	27	247	367	614	473	10	12	5 1 2	2	1	18 75	10 65
Byron.....	1	—	—	—	—	27	297	294	591	332	3	2	6 3 5	5	3	27 00	15 68
Calumet.....	4	—	—	—	—	17	237	284	521	332	4	2	8 1 3	3	1	22 20	11 75
Empire.....	7	—	—	—	—	18	151	156	307	237	—	2	1 10 4	1	5	27 00	20 00
El Dorado.....	4	—	—	—	—	18	274	332	526	331	1	2	1 10 4	1	5	20 00	10 00
Eden.....	6	—	—	—	—	16	262	273	515	510	—	4	5 1 2	4	3	20 00	10 00
Forest.....	1	—	—	—	—	15	256	217	473	812	17	1	1 2 3	3	1	19 40	12 25
Friendship.....	9	—	—	—	—	16	187	127	264	148	—	1	6 1 2	3	4	26 00	11 66
Fond du Lac.....	6	—	—	—	—	17	192	185	377	256	2	7	1 3	2	—	22 50	11 00
Lamarine.....	6	—	—	—	—	36	214	196	410	387	1	10	2 1 2	4	1	17 75	12 70
Metomen.....	6	—	—	—	—	67	305	247	552	536	—	14	3 5 8	3	5	24 50	12 18
Oakfield.....	6	—	—	—	—	17	230	197	447	386	5	10	3 1 4	3	5	20 54	10 46
Oscoda.....	1	—	—	—	—	17	187	171	358	283	4	3	4 1 3	4	2	23 00	12 14

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	101	102	103	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120	121	122	123	124	125	126	127	128	129	130	131	132	133	134	135	136	137	138	139	140	141	142	143	144	145	146	147	148	149	150	151	152	153	154	155	156	157	158	159	160	161	162	163	164	165	166	167	168	169	170	171	172	173	174	175	176	177	178	179	180	181	182	183	184	185	186	187	188	189	190	191	192	193	194	195	196	197	198	199	200	201	202	203	204	205	206	207	208	209	210	211	212	213	214	215	216	217	218	219	220	221	222	223	224	225	226	227	228	229	230	231	232	233	234	235	236	237	238	239	240	241	242	243	244	245	246	247	248	249	250	251	252	253	254	255	256	257	258	259	260	261	262	263	264	265	266	267	268	269	270	271	272	273	274	275	276	277	278	279	280	281	282	283	284	285	286	287	288	289	290	291	292	293	294	295	296	297	298	299	300	301	302	303	304	305	306	307	308	309	310	311	312	313	314	315	316	317	318	319	320	321	322	323	324	325	326	327	328	329	330	331	332	333	334	335	336	337	338	339	340	341	342	343	344	345	346	347	348	349	350	351	352	353	354	355	356	357	358	359	360	361	362	363	364	365	366	367	368	369	370	371	372	373	374	375	376	377	378	379	380	381	382	383	384	385	386	387	388	389	390	391	392	393	394	395	396	397	398	399	400	401	402	403	404	405	406	407	408	409	410	411	412	413	414	415	416	417	418	419	420	421	422	423	424	425	426	427	428	429	430	431	432	433	434	435	436	437	438	439	440	441	442	443	444	445	446	447	448	449	450	451	452	453	454	455	456	457	458	459	460	461	462	463	464	465	466	467	468	469	470	471	472	473	474	475	476	477	478	479	480	481	482	483	484	485	486	487	488	489	490	491	492	493	494	495	496	497	498	499	500	501	502	503	504	505	506	507	508	509	510	511	512	513	514	515	516	517	518	519	520	521	522	523	524	525	526	527	528	529	530	531	532	533	534	535	536	537	538	539	540	541	542	543	544	545	546	547	548	549	550	551	552	553	554	555	556	557	558	559	560	561	562	563	564	565	566	567	568	569	570	571	572	573	574	575	576	577	578	579	580	581	582	583	584	585	586	587	588	589	590	591	592	593	594	595	596	597	598	599	600	601	602	603	604	605	606	607	608	609	610	611	612	613	614	615	616	617	618	619	620	621	622	623	624	625	626	627	628	629	630	631	632	633	634	635	636	637	638	639	640	641	642	643	644	645	646	647	648	649	650	651	652	653	654	655	656	657	658	659	660	661	662	663	664	665	666	667	668	669	670	671	672	673	674	675	676	677	678	679	680	681	682	683	684	685	686	687	688	689	690	691	692	693	694	695	696	697	698	699	700	701	702	703	704	705	706	707	708	709	710	711	712	713	714	715	716	717	718	719	720	721	722	723	724	725	726	727	728	729	730	731	732	733	734	735	736	737	738	739	740	741	742	743	744	745	746	747	748	749	750	751	752	753	754	755	756	757	758	759	760	761	762	763	764	765	766	767	768	769	770	771	772	773	774	775	776	777	778	779	780	781	782	783	784	785	786	787	788	789	790	791	792	793	794	795	796	797	798	799	800	801	802	803	804	805	806	807	808	809	810	811	812	813	814	815	816	817	818	819	820	821	822	823	824	825	826	827	828	829	830	831	832	833	834	835	836	837	838	839	840	841	842	843	844	845	846	847	848	849	850	851	852	853	854	855	856	857	858	859	860	861	862	863	864	865	866	867	868	869	870	871	872	873	874	875	876	877	878	879	880	881	882	883	884	885	886	887	888	889	890	891	892	893	894	895	896	897	898	899	900	901	902	903	904	905	906	907	908	909	910	911	912	913	914	915	916	917	918	919	920	921	922	923	924	925	926	927	928	929	930	931	932	933	934	935	936	937	938	939	940	941	942	943	944	945	946	947	948	949	950	951	952	953	954	955	956	957	958	959	960	961	962	963	964	965	966	967	968	969	970	971	972	973	974	975	976	977	978	979	980	981	982	983	984	985	986	987	988	989	990	991	992	993	994	995	996	997	998	999	1000	1001	1002	1003	1004	1005	1006	1007	1008	1009	1010	1011	1012	1013	1014	1015	1016	1017	1018	1019	1020	1021	1022	1023	1024	1025	1026	1027	1028	1029	1030	1031	1032	1033	1034	1035	1036	1037	1038	1039	1040	1041	1042	1043	1044	1045	1046	1047	1048	1049	1050	1051	1052	1053	1054	1055	1056	1057	1058	1059	1060	1061	1062	1063	1064	1065	1066	1067	1068	1069	1070	1071	1072	1073	1074	1075	1076	1077	1078	1079	1080	1081	1082	1083	1084	1085	1086	1087	1088	1089	1090	1091	1092	1093	1094	1095	1096	1097	1098	1099	1100	1101	1102	1103	1104	1105	1106	1107	1108	1109	1110	1111	1112	1113	1114	1115	1116	1117	1118	1119	1120	1121	1122	1123	1124	1125	1126	1127	1128	1129	1130	1131	1132	1133	1134	1135	1136	1137	1138	1139	1140	1141	1142	1143	1144	1145	1146	1147	1148	1149	1150	1151	1152	1153	1154	1155	1156	1157	1158	1159	1160	1161	1162	1163	1164	1165	1166	1167	1168	1169	1170	1171	1172	1173	1174	1175	1176	1177	1178	1179	1180	1181	1182	1183	1184	1185	1186	1187	1188	1189	1190	1191	1192	1193	1194	1195	1196	1197	1198	1199	1200	1201	1202	1203	1204	1205	1206	1207	1208	1209	1210	1211	1212	1213	1214	1215	1216	1217	1218	1219	1220	1221	1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TABLE No. I.—continued.

Names of Counties and Towns.	No. of School Districts.	No. of Dist. which have not Rep.	No. of parts of Districts.	No. of Sch. Dist. which have not Rep.	No. School Houses in Joint Dist.	Average No. of months Schools have been taught.	No. of Male Children residing in Town, over 4 and under 20 years of age.	No. of Female Children residing in Town, over 4 and under 20 years of age.	Total No. of Children residing in Town, over 4 and under 20 years of age.	No. of Children over 4 and under 20 years of age who have attended School.	No. of Children under 4 years of age who have attended School.	Average No. of months Children between 4 and 20 years of age have attended School.	Average No. of months Schools have been taught by a Male Teacher.	Average No. of months Schools have been taught by a Female Teacher.	Average amount of Wages per month paid to Male Teachers.	Average amount of Wages per month pd. to Female Teachers.	
GRAVEY—continued.																	
Potomac	8	..	4	..	35	515	502	1,017	656	..	..	2	4	4	3	25 00	18 00
Smelter	5	..	3	..	18	274	197	471	308	1	..	3	3	3	2	25 00	19 00
Tafton	4	..	3	..	5	166	169	335	221	1	..	5	3	4	3	25 00	14 00
Wyalusing	3	..	1	..	7	108	114	223	161	..	..	15	4	4	4	20 00	15 00
Waterloo	5	..	2	..	6	109	101	210	83	..	..	4	3	6	3	..	..
Watertown	4	..	..	..	6	94	70	164	83	3	..	4	3	6	3	16 00	12 00
Wingville	3	..	3	..	25	119	120	239	192	4	..	8	3	6	3	23 00	17 00
	146	..	74	1	187	6,244	5,771	11,995	7,988	55	..	68	37	87	81	28 88	14 86
GRAVEY—																	
Albany	6	..	4	..	18	264	265	619	450	4	..	13	7	4	4	23 00	13 08
Adams	5	..	5	..	16	166	139	295	179	4	..	7	5	3	3	15 68	10 00
Brooklyn	5	..	1	..	6	205	184	389	360	6	..	10	..	3	3	15 44	7 00
Gadisa	7	..	2	..	11	218	175	393	229	4	..	6	2	3	3	25 16	12 16
Clarno	8	..	1	..	16	283	294	577	454	..	..	10	4	1	3	20 40	15 63
Decatur	7	..	3	..	8	313	263	576	468	4	..	8	7	4	4	23 06	11 44
Exeter	5	..	4	..	7	219	195	414	320	5	..	5	4	3	3	19 50	8 41

Jordan	5	2	2	6 5-7	190	158	349	206	2	8	9 5-7	11 5-7	14	19 33	11 61
Jefferson	7	3	2	2 7 8-5	312	298	568	460	1	18	7 1-2	4 4-5	9 3-5	23 20	10 00
Monroe	10	3	7	7	566	538	1,089	844	25	41	4	3 1-2	8 1-2	30 00	14 00
Mt. Pleasant	7	3	1	1 6 3-4	244	223	467	431	18	9	.....	8 2-3	8 1-5	19 77	10 18
New Glarus	5	5	1	1 7	171	134	305	218	3	5	4	4 1-2	3	20 00	12 00
Sylvester	5	6	1	6 8-4	379	329	508	494	1	13	4 1-2	8 3-4	3	21 00	10 50
Spring Grove	8	1	1	8 5-7	233	216	449	337	.....	20	.....	3 5-7	3 2-7	19 62	11 00
Washington	5	4	7	7	177	140	317	228	12	7	4 7-10	3 1-4	3 2-3	21 00	14 00
York	3	3	5	5 1-2	155	135	390	180	1	3	3 1-2	1 5-6	3 2-3	19 00	11 20
	96	52	6	7 6 2-3	3,985	3,511	7,486	5,881	80	177	4 10-13	1 3-8	3 3-9	20 88	11 36

GREEN LAKE—

Berlin City	1	10	10	10	183	233	416	320	.....	18	10	10	10	75 00	16 00
Berlin (town)	3	5	48	48	175	154	32 ^c	802	2	1	4 3-4	3 1-5	.....	.....	.....
Brooklyn	6	3	38	38	185	146	831	no rep.	9	.....	8	4	5 1-3	26 00	12 00
Dayton	3	5	8 7 1-4	8 7 1-4	152	143	295	281	1	1	7	3 1-2	4	19 00	11 50
Forsyth	1	.....	1 9	1 9	136	150	28 ^c	182	.....	.....	2 1-2	.....	.....	.....	18 00
Green Lake	9	5	2 6 1-5	2 6 1-5	255	206	461	375	6	8	6	2 1-2	3 1-2	28 00	13 50
Kingston	3	3	1 6 3-5	1 6 3-5	100	104	204	144	6	2	6 3-4	2	4 3-4	18 00	12 50
Kingston Village	1	1	1 4	1 4	64	60	12 ^c	100	.....	1	11	4	7	28 00	14 00
Markesan Village	1	.....	9	9	84	73	187	no rep.	.....	.....	.....	9	6	32 50	25 00
Mackford	10	3	7	7	163	160	322 ^c	236	.....	2	7	4	3 1-2	23 00	11 50
Manchester	7	3	6 3-4	6 3-4	221	192	415	322	1	2	7 8-9	3 2-9	4 6-9	19 59	13 30
Marquette	3	.....	5	5	91	81	172	123	2	4	5	3 1-2	8 2-3	26 00	13 00
Princeton	5	4	2 8	2 8	265	247	512	869	9	6	4 1-9	3 2-8	3 7-9	23 00	11 40
St. Marie	2	4	3 6 1-6	3 6 1-6	145	95	240	211	7	4	4 6-6	3 5	6 2-5	22 00	19 33
Seneca	3	8	2 7	2 7	92	84	116	118	2	1	3 1-2	1 1-2	5 1-2	16 50	10 50
	68	3	1 28 7-30	1 28 7-30	2,311	2,128	4,435	3,083	45	32	6 1-10	3 9-10	6 8-7	28 50	13 82

Iowa—

Arena	9	5	1	3 5 2-3	231	225	456	352	9	1	4	4	4 1-2	22 50	14 33
Clyde	5	1	6	6	110	113	22 ^c	140	6	2	6	6	4	20 00	12 00
Dodgeville	11	2	1 6	1 6	686	674	1,36 ^c	923	5	3	4 1-2	3	5 3-13	27 25	18 00
Highland	11	1	2 5 1-5	2 5 1-5	492	449	941	606	3	8	3 1-2	2 1-2	2 1-2	26 00	14 40
Linden	9	1	1 5	1 5	430	361	791	431	.....	5	3 4-15	2 7-10	2 3-10	24 62	17 55
Mineral Point	8	1	5 1-7	5 1-7	297	266	552	294	4	2	2 1-2	1 7-9	4 1-9	22 50	15 14

TABLE No. I.—continued.

Names of Counties and Towns.	No. of School Districts.	No. of Distrs. which have not Rep.	No. of parts of Districts.	No. of Dist. which have not Rep.	No. School Houses in Joint Dist.	Average No. of months Schools have been taught.	No. of Male Children residing in Town, over 4 and under 20 years of age.	No. of Female Children residing in Town, over 4 and under 20 years of age.	Total No. of Children residing in Town, over 4 and under 20 years of age.	No. of Children over 4 and under 20 years of age.	No. of Children under 4 years of age who have attended School.	No. of Children over 20 years of age who have attended School.	Average No. of months Children between 4 and 20 years of age have attended School.	Average No. of months Schools have been taught by a Male Teacher.	Average No. of months Schools have been taught by a Female Teacher.	Average amount of Wages per month paid to Male Teachers.	Average amount of Wages per month paid to Female Teachers.	
Iowa—continued.																		
Mineral Point City.	1	2	18	1	110	5 2.3	4,135	3,781	7,916	4,732	48	8	3 9-10	9	9	3 1-2	24 63	15 01
Mifflin	1	1	1	1	1	6	573	580	1,103	508	1	1	7 3 1-2	4 1-2	9	50 00	25 00	
Moscow	5	1	1	1	1	14 8.4	286	197	483	296	1	1	1 1-4	4 1-2	1 1-8	26 18	12 23	
Pulaski	7	1	1	1	1	6 5.7	102	109	211	211	2	2	5 4	1 2-5	3 2-5	18 00	12 00	
Ridgeway	8	2	2	2	2	16 4.5	184	189	373	285	1	1	3 8-9	4	3	17 14	5 78	
Waldwick	4	1	1	1	1	17	471	425	896	609	6	6	3 8-9	8	3 8-9	24 41	15 81	
Wyoming	6	1	1	1	1	17	117	104	221	224	3	3	5 1-2	2 2-3	4 4-21	20 00	12 00	
	91	2	18	1	110	5 2.3	4,135	3,781	7,916	4,732	48	8	5 1-2	2 2-3	4 4-21	21 63½	21 00	
JACKSON—																		
Albion	6	1	1	1	1	17 1-2	198	173	356	269	3	3	1 4	3	4 1-2	22 00	17 00	
Alma	7	1	1	1	1	16	110	111	221	212	4	4	6 6	1	4	31 50	12 00	
Northfield	2	1	1	1	1	4 1-2	21	15	36	22	1	1	7 1-2	1	4 1-2	13 00	13 00	
Hixton	4	1	1	1	1	5 1-2	68	64	182	113	7	7	2 1-2	3	8 1-2	26 00	12 60	
Springfield	3	1	1	1	1	4 1-2	39	29	68	68	1	1	4 1-2	2	4 1-2	10 00	10 00	
Irving	9	1	1	1	1	6	73	60	133	100	1	1	3	2	4	21 00	12 25	

Melrose.....	7	1	2	1	1.5 1-2	108	99	207	178	2	2	4 1-2	1 1-16	4	30 50	11 81
Manchester.....	3	1	1	1	1-7	48	34	82	41	1	2	4	3	4	16 00	11 00
	35	1	6	2	8 5 11-16	650	685	1,235	988	10	18	4 1-2	3 1-6	4 1-8	24 50	12 45
JEFFERSON—																
Arden.....	5	1	5	1	2.5 1-2	161	179	340	260	8	.....	4 4-5	3	4 2-5	23 50	14 50
Cold Spring.....	4	1	8	1	1 17	167	134	291	246	10	.....	7	4	3 1-2	22 00	12 00
Concord.....	4	1	8	1	6.5 1-2	277	260	537	460	10	.....	6 13 2-3	3 2-3	4 1-3	20 30	10 45
Farmington.....	8	4	4	2	2 17	859	392	761	485	5	6	6 1-4	5 3-4	3 1-2	17 00	13 62
Hebron.....	4	3	3	2	2 8	201	196	397	352	.....	1	1 7-2	4 9-10	2 2-3	20 14	7 02
Ironia.....	6	5	5	3	3 6 2-11	869	364	733	487	1	3	5 1-2	5 1-2	7	22 00	12 00
Jefferson.....	12	4	4	2	2 8	691	408	999	697	.....	.....	6 1-6	3 1-6	3	23 94	11 64
Koshkonong.....	5	6	6	2	2 7	368	873	740	479	.....	10	6 2-7	4	4 2-7	25 50	10 71
Lake Mills.....	2	9	9	4	4 7	288	276	564	486	2	4	4	3 1-2	4	25 35	18 24
Milford.....	9	8	8	3	3 6	412	460	662	721	1	2	5 1-7	3 5-8	4 2-5	20 56	11 64
Oakland.....	5	6	6	5	5	202	215	417	358	.....	8	4 1-2	2 1-3	4 3-5	20 00	11 16
Palmyra.....	4	8	8	3	3 7	344	297	641	500	11	9	5 2-3	5	5 1-3	24 70	12 82
Sullivan.....	5	6	6	3	3 7	364	324	688	529	5	1	4 3-5	2 8-9	4 1-3	26 00	14 00
Sumner.....	1	2	2	2	2 7	83	91	173	168	8	4	6	4	3	20 50	17 00
Watertown.....	7	8	8	7	7 3-7	388	347	735	367	1	5	5 1-2	2 1-2	4 1-2	19 00	11 50
Waterloo.....	4	9	9	2	2 7	239	285	474	.....	4	5	4 1-3	2 1-6	5 1-3	26 86	10 15
Waterloo Village.....	1	1	1	1	1 8	59	80	169	130	.....	.....	4	8	3	26 00	8 00
Watertown City.....	1	1	1	1	1 9	.....	.....	2,056	876	.....	.....	.....	.....	.....	48 33	21 48
	87	1	89	2	37 6 8-9	4,891	4,620	11,567	7,386	46	68	5 3-10	4	4 3-17	23 96	12 38
JUNEAU—																
Armenia.....	3	1	1	1	1 5	52	47	99	87	.....	1	4 1-3	.....	5	.....	14 66
Necedah.....	2	1	1	1	1 11	95	104	199	131	.....	1	8 1-2	2	2 1-2	22 50	12 50
Germanatown.....	6	1	1	1	5 1-2	121	131	252	173	1	.....	5 1-2	4	4 1-2	26 00	15 38
Clearfield.....	3	1	2	1	3	22	34	56	55	.....	.....	9	.....	9	.....	10 00
Orange.....	3	1	1	1	5 1-2	40	25	65	63	.....	1	4	1	5	17 00	10 00
Fountain.....	4	1	1	1	6 2-4	53	55	107	86	1	.....	8 1-2	2 1-2	2 3-4	18 00	7 50
Lisbon.....	4	1	1	1	1 6 1-5	163	177	840	238	4	2	6	8	5	22 00	13 00
Marion.....	3	1	1	1	4	45	46	91	80	3	.....	4	2	2	18 00	10 00
Lemonweir.....	7	1	4	1	2 6	158	143	301	226	6	1	5 1-3	1 1-5	5	20 00	9 03
Mauston Village.....	1	2	2	1	2 8	87	93	180	213	.....	.....	6	8	8	45 00	16 00

TABLE No. I.—continued.

Names of Counties and Towns.	* In one District.																					
	No. of School Districts.	No. of Dist. which have not Rep.	No. of parts of Districts.	No. of parts Dist. which have not Rep.	No. School Houses in Joint Dist.	Average No. of months Schools have been taught.	No. of Male Children residing in Town, over 4 and under 20 years of age.	No. of Female Children residing in Town, over 4 and under 20 years of age.	Total No. of Children residing in Town, over 4 and under 20 years of age.	No. of Children over 4 and under 20 years of age, who have attended School.	No. of Children under 4 years of age, who have attended School.	No. of Children over 20 years of age, who have attended School.	Average No. of months Children between 4 and 20 years of age have attended School.	Average No. of months Schools have been taught by a Male Teacher.	Average No. of months Schools have been taught by a Female Teacher.	Δ Average amount of Wages per month paid to Male Teachers.	Δ Average amount of Wages per month pd. to Female Teachers.					
JANESVILLE—Continued.	73	4	34	5	16	16-17	1529	3,633	2440	85	21	5	9-20	8	1-16	4	6-17	20	53	11	65	
Lindina.....	4	..	6	..	..	..	204	171	375	287	2	7	4	3-5	3	3-4	4	3-4	\$24	00	\$13	56
Plymouth.....	6	..	3	1	16	2-7	101	92	193	156	..	4	6	3	3	3	3	15	00	10	00	
Kildare.....	6	..	3	1	16	1-2	127	101	228	191	6	..	6	3	3	3	3	18	60	10	60	
Lyndon.....	4	..	3	..	..	..	90	71	161	187	3	..	5	3	3	3	3	11	00	11	23	
Seven Mile Creek.....	3	..	5	1	4	6	109	82	191	144	..	..	5	3	3	3	3	18	00	18	00	
Summit.....	5	..	4	..	..	..	74	73	147	116	..	..	..	..	..	..	..	18	00	14	00	
Wonevoo.....	7	..	2	..	..	..	94	84	178	167	10	4	3	1-2	2	1-2	3	1-4	18	00	8	00
	73	4	34	5	16	16-17	1529	3,633	2440	85	21	5	9-20	8	1-16	4	6-17	20	53	11	65	
KENOSHA—	1	..	..	..	..	..	798	908	1,704	750	20	15	10	10	10	10	10	\$70	00	\$25	00	
Kenosha City.....	7	..	5	..	..	..	222	217	439	868	2	2	6	3-4	4	1-8	4	7-16	29	47	16	77
Somers.....	5	..	7	..	..	..	255	224	479	891	2	12	7	4	4	1-7	3	4-5	23	12	13	44
Paris.....	6	..	4	..	..	..	300	217	517	400	4	6	5	1-4	4	8-10	3	8-8	23	90	12	60
Brighton.....	4	..	2	..	..	..	188	188	376	250	3	2	..	4	4	3-2-3	4	3-2-3	20	30	16	00
Wheatland.....	4	..	2	..	..	..	188	188	376	250	3	2	..	4	4	3-2-3	4	3-2-3	20	30	16	00

Randall	2	..	3	..	119	145	117	262	216	.....	7	.....	4	6	\$23 25	\$15 75
Salem	7	..	3	..	217 1-2	298	276	673	521	4	10	5 6.9	3	3-8	22 12	15 81
Bristol	9	..	4	..	118	257	245	502	398	6	3	7	4	4	20 00	12 00
Pleasant Prairie	8	..	4	..	37 1.3	285	255	540	485	4	10	5 2.3	3	1.3	25 00	14 50
	49	..	32	..	168	2746	2646	6312	3779	45	60	6 5.8	4	2.3	28 57	15 76

Kewaunee—

Ahnapee	5	..	..	..	5 3.5	201	190	391	207	.....	.....	.....	2	8.10	2 8.10	\$20 00
Carlton	6	..	..	..	4	138	124	263	182	1	.....	.....	2	2.3	1 1.3	17 00
Casco	5	1	..	..	3 3.4	254	244	418	.....	.....	.....	.....	1	1-2	2 1.4	16 50
Red River	3	..	..	..	3 2.3	159	141	300	66	.....	.....	.....	.....	.....	.....	22 00
Kewaunee	2	..	..	..	6	116	112	228	118	.....	.....	.....	4	1.2	1 1.2	30 00
Franklin	6	..	..	..	3 1.6	86	98	184	113	.....	.....	.....	.....	.....	.....	15 00
Coryville	1	..	..	..	8	60	48	108	18	.....	.....	.....	.....	.....	.....	11 00
Montpelier	2	1	..	..	5	28	30	58	26	.....	.....	.....	.....	.....	.....	16 00
Pierce	6	8	..	..	4	65	48	108	108	.....	.....	.....	.....	.....	.....	10 80
	36	4	..	..	4 1.4	1107	1030	2137	7-8	1	.....	.....	.....	.....	.....	16 00
											.....	.....	.....	.....	.....	14 46

La Crosse—

Farmington	6	1	2	..	5 4.5	155	132	287	208	1	2	6	4	4	\$26 00	\$14 00
Jackson	4	..	3	..	5 7.10	114	107	221	136	7	.....	6 3.4	8	4	14 17	12 00
Holland	3	..	1	..	16 2.5	77	49	126	114	2	1	6 1.2	4	5	25 00	15 88
Onalaska	2	..	2	..	2 6 1.2	177	143	320	232	.....	5	2 1.2	3	4	32 50	17 26
Cambell	3	2	1	..	8	110	85	195	131	.....	.....	2 3	4	4	30 00	30 00
Neshonoc	4	..	2	..	5 1.2	111	117	228	157	1	1	9	4	5	17 62	18 50
Burns	5	..	3	1	2 3.5	148	126	274	235	3	8	4 1.7	3	1.2	22 50	12 00
Bangor	4	..	1	..	18 1.5	152	140	282	212	4	3	4	2	1.3	19 00	12 86
Barre	4	1	1	..	17 4.5	191	186	377	285	8	5	5 1.5	4	2.6	19 50	13 50
Buchanan	4	1	..	..	3	58	42	100	41	.....	.....	.....	.....	.....	.....	11 00
Greenfield	4	..	..	..	5 3.8	145	142	287	114	.....	5	5 1.3	4	1.4	2 1.2	28 00
La Crosse City	44	4	18	6	7 6 1.3	1886	1679	3765	2296	96	30	5 1.1	4	4	25 87	17 03

TABLE No. I.—Continued.

Names of Counties and Towns.	No. of School Districts.	No. of Dist. which have not Rep.	No. of parts of Districts.	No. of Dist. which have not Rep.	No. School Houses in Joint Dist.	Average No. of months Schools have been taught.	No. of Male Children residing in Town over 4 and under 20 years of age.	No. of Female Children residing in Town over 4 and under 20 years of age.	Total No. of Children residing in Town over 4 and under 20 years of age.	No. of Children over 4 and under 20 years of age who have attended School.	No. of Children under 4 years of age who have attended School.	No. of Children over 20 years of age who have attended School.	Average No. of months Children between 4 and 20 years of age have attended School.	Average No. of months Schools have been taught by a Male Teacher.	Average No. of months Schools have been taught by a Female Teacher.	Average amount of Wages per month paid to Male Teachers.	Average amount of Wages per month pd. to Female Teachers.
LA POINTE—	1	..	..	..	..	11 1.2	75	57	132	33	..	..	5	..	11 1.2	..	41 50
Bayfield	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
LA FAYETTE—	7	..	3	..	..	35 1.8	268	319	582	480	16	..	5 1.4	4 1.4	4 1.4	\$16 50	\$13 22
Argyle	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Belmont	5	..	3	..	..	26 5.7	154	116	270	218	4	9	4	3 3.8	3 3.5	23 00	20 00
Benton	5	..	3	..	..	27 6.7	457	454	911	585	8	4	6 1.5	2 5.8	4 1.4	28 00	19 60
Center	6	..	2	..	..	25 4.5	368	308	676	589	..	3	4	3 1.3	4 1.4	20 00	16 00
Elk Grove	6	..	3	..	..	3 6 1.2	260	201	461	334	..	14	5	3 1.2	3 1.4	25 00	18 00
Fayette	8	..	1	..	..	6 8.9	237	227	464	398	8	5	6 2.3	3 2.9	2 2.3	22 60	11 50
Gratiot	7	..	4	..	..	5 9.11	243	236	479	349	6	6	3 3.4	2 1.2	3 1.3	18 37	10 80
Kendall	4	..	2	..	..	2 6 1.8	226	223	449	334	14	12	3 1.2	3 1.12	3 1.4	21 40	15 20
Mendota	3	..	2	..	..	2 5 3.4	98	100	193	149	1	4	4 1.2	3 2.3	3 2.5	25 00	15 00
Monticello	4	..	1	..	..	6	404	327	731	405	3	4	4 1.2	4 1.2	4 1.2	23 00	22 60
New Diggings	5	..	2	..	..	6 2.3	509	499	1008	534	4	..	8 2.3	4 1.2	3 1.6	30 63	16 50
Shullsburg	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Wayne	6	..	2	..	..	15 1.2	168	166	304	263	3	6	3 1.2	2 6.7	3 1.3	18 66	10 50

White Oak Springs.	2	1	1	7	2.3	124	111	235	169	1	2	7	2.3	3	2.3	4	23	00	15	17	
Willow Springs	9	1	1	3	3.10	174	164	238	183	1	3	3	3	3	3	3	20	00	14	00	
Wiota	12	2	1	5	1.8	321	326	647	422	9	18	4	1.6	3	2	3.4	21	60	10	20	
	91	31	1	17	6	3,991	3,767	7,758	6,392	78	90	4	2.5	3	1.3	7.16	22	98	16	14	
MANITOWOC--																					
Buchanan.....	6	1	1	4	2.9	194	222	416	194	10	2	3	3.10	3	1.5	4.5	\$24	00	\$12	00	
Cato	7	1	3	3	2.9	266	268	534	370	10	1	3	1.2	1	1.2	1	20	00	14	00	
Centerville.....	4	4	4	4.5	227	168	395	181	181	1	1	2	4	4.5	2	21	00	21	00	00	
Coopers town	6	1	1	3	5.6	194	214	408	219	1	3	1	5.6	2	1	18	00	14	00	00	
Franklin.....	6	1	1	5	5.6	192	199	391	202	2	4	1.6	1	1.2	4	2.6	18	00	15	25	
Gibson	7	1	4	4	177	136	313	303	303	2	3	1	3.4	2	1.4	23	00	14	00	00	
Kosuth	5	1	6	4.5	268	280	548	261	261	4	7	4	5.9	4	2	4.5	23	00	18	00	
Manitowoc.....	4	1	9	1.2	611	617	228	686	686	4	6	1.2	8	1.2	4	3.3	00	22	68	00	
Manitowoc Rapids..	6	1	1	5	6.7	287	266	553	287	3	4	4	1.2	1	4	6.7	25	00	16	00	
Maple Grove.....	3	1	1	7	1.4	156	124	280	140	1	7	1.4	3	3.4	3	1.2	18	50	14	00	
Meeme	6	1	5	3.4	242	187	429	192	192	2	4	7	1.3	3	2	8.4	20	60	13	00	
Mishicot	5	2	2	4	5.7	245	225	471	238	3	4	1.2	2	5.7	2	21	00	20	00	00	
Newton	5	1	5	5	287	272	569	200	200	6	5	5	5	5	2	27	00	27	00	00	
Rockland	2	4	1	1	4.5	101	131	232	96	6	4	4	4	4	3	1.5	15	00	12	25	
Rowley	2	1	1	1	1	142	113	255	108	1	3	1.2	3	3	1	1.6	18	67	12	00	
Schleswig.....	6	1	3	1.6	142	113	255	108	108	1	3	1.2	3	3	1	1.6	18	67	12	00	
Two Rivers	7	1	8	1.6	439	426	865	397	397	1	6	6	4	4	4	1.6	31	20	18	40	
	86	4	15	2	10	5	3.8	4,088	3,849	7,587	3,971	34	15	4	1.8	3	1.6	2	5.7	23	24
MARATHON--																					
Wausau.....	7	2	4	2.7	113	140	253	179	179	1	3	4	3.5	4	4	2.5	\$16	80	\$16	80	
Wausau	2	1	4	1.2	23	40	63	39	39	1	3	4	1.2	4	4	1.2	21	38	21	38	
Weston	3	2	1	1.2	10	2	12	8	8	1	3	3	3	3	3	3	15	00	15	00	
Knowlton	1	1	9	9	19	9	28	21	21	2	1	6	6	9	9	3	15	66	15	66	
Jenny	2	1	3	7.8	13	13	26	26	26	1	3	1.2	1.2	3	3	1.2	19	00	19	00	
Texas	8	4	1	1.2	56	60	116	60	60	1	8	12	12	12	12	12	20	00	20	00	
Berlin	2	1	7	7	98	22	50	28	28	1	7	7	7	7	7	7	25	00	25	00	
Marathon	2	1	7	7	98	22	50	28	28	1	7	7	7	7	7	7	25	00	25	00	

Montello.....	3	2	1	16 17	175	181	309	276	6	8	48.4	3	3 4.5	14 35	91 25	13 00
Shields.....	1	2	1	35 1-2	67	64	131	103	3	3	53-8	2	5 8	18 00	18 00	11 66
Mullan.....	2	5	2	14 1-5	93	70	163	153	8	1	4	2	1 3	15 00	15 00	13 00
Crystal Lake.....	4	2	4	5 1-4	114	93	207	111	.....	1	6	2	2 3.8	15 00	7 84	11 00
Harris.....	3	2	2	6	106	77	183	145	.....	1	4	2.5	6	20 00	15 00	15 00
Oxford.....	3	2	2	6 2-3	188	198	214	203	2	3	5	3	8.5	21 00	8 75	31 00
Nashora.....	1	1	1	16 1-2	81	65	146	72	.....	.....	9 4.11	2	.....	20 00	13 50	11 00
Wheatfield.....	1	3	2	26 1-2	91	102	193	102	1	1	7	3	4	22 50	11 00	11 00
Douglas.....	3	2	2	28	195	108	238	183	4	4	5 3-4	3	4	26 00	13 50	13 50
Buffalo.....	5	7	3	36 1-6	178	144	322	255	2	10	3 10-11	2	4.11	17 12	9 87	9 87
Springfield.....	4	3	1	4 1-2	65	43	105	105	1	1	4 1.2	3	1	20 00	8 68	8 68
Monndville.....	4	.....	.....	5 1-2	94	76	170	170	7	2	4 1.4	1	1.4	15 00	9 00	9 00
Packwautee.....	4	4	4	6	123	103	226	160	14	2	5 1.2	3	1.2	18 16	7 60	10 78
	43	2	40	3 17 5 7-10	15-0	1 318	2 893	2 206	44	49	4 5.7	3 11-14	8 2.7	18 99		
MONTANA																
Sparks.....	7	1	1	16 1.5	329	292	621	413	7	8	8	4	3.4	5 7.8	26 25	13 00
Clifton.....	2	1	1	5 1.3	44	37	81	39	.....	.....	5	2	3	3 1.3	16 00	11 66
La Fayette.....	2	2	1	15 1-2	59	64	123	111	1	3	5 1.2	3	4	3.4	23 00	11 00
Leon.....	6	3	3	15 2-9	156	109	261	198	5	2	5 2.9	2	2.3	3 1.3	23 00	9 12
Tomah.....	4	6	6	4 5 2-8	101	96	197	169	3	1	5 4.8	6	4	7.8	23 50	12 81
Wilton.....	5	2	2	6 2-3	54	66	120	94	.....	.....	3	1.2	3	3	15 33	7 60
Jefferson.....	5	2	2	3 1.2	78	54	182	79	3	1	3 1.2	3	4	3	16 30	9 75
Angelo.....	2	2	2	2 6 2.5	78	88	166	180	4	3	6	3	4	1.4	19 00	8 00
Adrian.....	2	2	2	6 1.4	91	68	157	.....	.....	.....	.....	.....	.....	.....	20 00	16 00
Glendale.....	3	2	2	15 2.5	64	63	127	102	3	2	2 1.4	2	3	2.5	22 66	13 63
Eaton.....	3	.....	.....	7	12	10	22	.....	.....	.....	1 7	.....	.....	.....	.....	16 00
Sheldon.....	4	2	2	5 4	57	77	134	95	2	2	4	1	5	.....	21 00	12 00
Little Falls.....	5	2	2	6	69	61	180	103	3	1	4 1.4	3	4	8.6	22 66	16 67
Portland.....	4	2	2	1 1.4	49	45	94	76	2	1	4	3	3	1.3	14 00	8 00
Wellington.....	4	2	2	4	47	38	85	64	.....	.....	2 1.3	.....	.....	.....	11 20	11 20
Greenfield.....	10	2	1	1.4	104	109	213	230	7	1	3 1.2	3	3	1.3	20 00	12 00
Ridgeville.....	4	1	1	1 6	102	106	208	133	2	3	4 1.3	4	6	3	16 75	8 12
Le Roy.....	1	2	2	2 5 3.4	41	47	98	76	2	2	4 6	3	3	19 66	14 66	14 66
	74	34		30.5 1.8	1,585	1,428	2,963	2,112	44	31	4 8.5	3	4	4.17	30 13	12 78

TABLE No. I.—*continued.*

Names of Counties and Towns.	Oconto—													Ozaukee—												
	No. of School Districts.	No. of Dist. which have not Rep.	No. of parts of Districts.	No. of Dis. which have not Rep.	No. School Houses in Joint Dist.	Average No. of months Schools have been taught.	No. of Male Children residing in Town; over 4 and under 20 years of age.	No. of Female Children residing in Town; over 4 and under 20 years of age.	Total No. of Children residing in Town, over 4 and under 20 years of age.	No. of Children over 4 and under 20 years of age.	No. of Children under 4 years of age who have attended School.	No. of Children over 20 years of age who have attended School.	Average No. of months Children between 4 and 20 years of age have attended School.	Average No. of months Schools have been taught by a Male Teacher.	Average No. of months Schools have been taught by a Female Teacher.	Average amount of Wages per month paid to Male Teachers.	Average amount of Wages per month pd. to Female Teachers.									
Oconto	14	5	3	7	17	18	464	342	796	670	8	3	7	8	6	3	6	7	1	4	30	86	19	93		
Oconto	3	2	1	1	1	1	61	27	78	69	3	1	1	1	4	4	\$40 00	\$16 00								
Stiles	4	3	1	1	1	1	56	51	107	80	3	1	1	1	9	9	29 40	16 00								
Peshigo	3	1	1	1	1	1	83	62	145	90	2	1	1	1	7	7	28 00	19 60								
Pensaukee	2	1	1	1	1	1	51	44	95	81	2	1	1	1	6	6	16 00	16 00								
Oconto Village	2	2	2	2	2	2	134	119	253	239	1	1	1	7	7	47 75	25 00									
Stamico	2	1	1	1	1	1	79	39	118	91	2	1	1	4	4	40 00	27 00									
Marquette	2	1	1	1	1	1	464	342	796	670	8	3	7	8	6	3	6	7	1	4	30	86	19	93		
Belgium	8	4	1	1	1	1	534	495	1029	614	10	6	7	8	5	5	\$17 50	\$15 00								
Oedarburg	6	4	1	1	1	1	612	656	1268	695	8	5	5	5	3	3	25 00	14 00								
Fredonia	9	3	1	1	1	1	414	374	788	381	8	4	3	5	1	1	23 98	13 80								
Grafton	4	2	1	1	1	1	877	398	715	473	6	4	3	4	2	2	24 33	14 00								
Mequon	13	3	1	1	1	1	683	728	1411	714	6	3	7	1	2	7	23 13	11 50								

Port Washington	6	--	2	--	215	3.4	580	525	1055	555	1	-----	4	1.2	4	1	3.4	\$21 05	\$13 62
Saukville	6	--	6	--	216	1.4	364	359	723	494	9	-----	5	1.1	5	4.7	7	1.4	17 00
	52	--	18	1	916	3.5	3,514	3,475	6,989	3,926	20	-----	14	15	13.14	5	2.3	3	8.21
																		21 57	13 30

OUTAGAMIE--

Appleton City.....	1	..	2	..	27	1.3	457	454	911	388	1	.....	1	7	1.3	7	1.3	\$35 00	\$15 00	
Bovina.....	4	1	..	1	14	1.5	46	41	87	69	1	.....	2	1	4.5	2	2.6	23 75	14 50	
Buchanan.....	3	..	..	..	2	1.3	67	68	125	77	7	.....	2	1.3	3	1	.....	20 00	13 00	
Center.....	5	1	.....	4	1.5	68	60	118	60	118	78	.....	7	4	8	.....	25 65	11 33		
Dale.....	7	1	.....	5	2.3	113	99	225	225	175	6	.....	5	2.3	2	1.3	3	1.3	14 75	
Ellington.....	7	1	1	1	3	2.7	137	115	252	170	1	.....	4	1.7	2	2.7	3	21 80	11 91	
Embarras.....	2	..	1	1	6	2.3	64	41	95	62	.....	.....	6	2.3	3	1.3	3	23 38	16 00	
Freedom.....	3	.....	6	2.3	162	125	287	201	287	201	.....	.....	4	3	1.3	3	1.3	21 38	1 67	
Grand Chute.....	9	2	..	3	36	1.2	153	146	298	162	.....	.....	5	1.2	1	1.2	5	13 00	10 84	
Greenville.....	7	4	1	3	8	1.2	223	203	426	294	.....	.....	5	3	5	.....	20 0	14 09	30 0	
Hortonia.....	4	1	..	8	1.2	126	113	239	162	182	2	.....	6	4	1.2	4	.....	30 0	17 00	
Kaukana.....	4	1	..	1	18	1.10	186	167	352	170	2	.....	6	4	1.2	3	20 00	15 00	20 00	
Liberty.....	2	2	2	1	5	.....	30	24	54	33	1	.....	4	1.2	4	1.2	3	21 33	16 50	
Osborn.....	2	.....	4	1.2	16	.....	18	34	34	26	.....	.....	4	1.2	3	6	.....	13 33	6 00	
	60	4	15	4	10	6	2.7	1,826	1,664	3,490	2,057	13	7	5	3	4.7	3	5.7	20 23	13 14

PERIN--

Albany.....	8	--	3	13	14	27	13	-----	3	-----	7	(?)	-----	\$3 75	20 00
Bear Creek.....	3	1	3	73	54	128	98	98	5	4	3	3	-----	\$22 00	20 00
Frankfort.....	2	-----	4	1.2	52	57	109	66	-----	3	1	2	1.2	28 00	12 00
Lima.....	4	1	5	25	20	45	45	7	7	2	5	1.2	3	17 16	15 66
Pepin.....	4	-----	4	1.4	171	140	311	195	-----	2	6	5.6	3	24 00	23 00
Stockholm.....	1	-----	6	-----	30	22	52	52	6	7	6	-----	6	18 00	18 00
Waubeek.....	1	-----	2	4	1.2	38	38	76	63	-----	4	1.3	4	19 50	15 62
	14	--	4	--	2	4	1.3	402	345	747	582	18	15	4	22 18
															15 29

PISCO--

Pescott City	1	-----	8	1.2	182	146	328	265	265	-----	-----	8	5	1.6	3	1.2	5	\$52 0	23 3
Olifton	4	--	2	-----	5	64	128	122	122	3	-----	12	6	2	2.9	3	1.3	23 3	13 5

TABLE No. I.—continued.

Names of Counties and Towns.	No. of School Districts.	No. of Dist. which have not Rep.	No. of parts of Districts.	No. of parts of District which have not Rep.	No. School Houses in Joint Dist.	Average No. of Months Schools have been taught.	No. of Male Children residing in Town, over 4 and under 20 years of age.	No. of Female Children residing in Town, over 4 and under 20 years of age.	Total No. of Children residing in Town, over 4 and under 20 years of age.	No. of Children over 4 and under 20 years of age who have attended School.	No. of Children under 4 years of age who have attended School.	Average No. of months Children between 4 and 20 years of age have attended School.	Average No. of months Schools have been taught by a Male Teacher.	Average No. of Months Schools have been taught by a Female Teacher.	Average amount of Wages per month paid to Male Teachers.	Average amount of Wages per month paid to Female Teachers.
Prison—continued.																
Marcell	4	..	8	..	..	8	52	59	112	116	2	..	11 (?)	91 (?)	15 00	10 00
Oak Grove	6	..	1	..	..	3	103	57	70	70	3	5 2-4	..	9	..	15 00
Trimbelle	3	..	1	..	..	1	140	68	97	1	1	4 5	4 1-2	3	19 00	18 00
Perry	3	..	1	..	..	1	51	24	..	..	..	..	4	7	23 00	12 00
El Paso	1	..	..	..	..	..	24	6	10	..	..	3	..	..	..	12 00
Diamond Bluff	3	..	..	..	..	..	53	23	20	..	..	1 1-3	..	3	7 00	10 17
Trenton	1	..	..	..	..	..	36	11	36	..	..	..	..	8	..	18 00
Hartland	2	..	1	..	..	1	26	18	28	1	3	7	2 3-4	2 1-2	..	18 00
Monvaut Valley	6	..	..	..	..	..	91	47	74	10	10	4 1-3	3	3	20 00	10 00
Isabelle	1	..	1	..	..	..	34	19	81	..	..	6	..	8	..	25 00
River Falls	4	..	2	..	..	1 6 1-2	100	100	141	1	1	4 1-2	3 1-6	3 1-2	27 00	13 50
	39	..	12	..	..	1 5 1-10	1,367	642	1,010	21	5	4 2-3	2 1-2	4 3-5	23 42	15 24
Folk—																
Alden	2	..	..	..	..	4 2-3	24	24	48	47	..	3 1-3	2 1-3	2 2-3	26 00	17 00
Farmington	2	..	1	..	..	4	83	39	83	..	..	2 4 1-2	3 1-2	5	86 00	16 00

TABLE No. I.—continued.

Names of Counties and Towns.	No. of School Districts.	No. of Dist. which have not Rep.	No. of parts of Districts.	No. of Dist. which have not Rep.	No. of parts of Districts.	No. of School Houses in Joint Dist.	Average No. of months Schools have been taught.	Number of Male Children residing in Town, over 4 and under 20 years of age.	Number of Female Children residing in Town, over 4 and under 20 years of age.	Total number of Children residing in Town, over 4 and under 20 years of age.	No. of Children over 4 and under 20 years of age.	No. of Children under 4 years of age who have attended School.	No. of Children over 20 years of age who have attended School.	Average No. of months Children between 4 and 20 years of age have attended School.	Average No. of months Schools have been taught by a Male Teacher.	Average No. of months Schools have been taught by a Female Teacher.	Average amount of Wages per month paid to Male Teachers.	Average amount of Wages per month paid to Female Teachers.
RICHLAND—																		
Alan.....	5	..	3	..	..	..	2.6	78	111	195	81	5	10	3	3	3	\$16 00	\$ 8 00
Bloom.....	5	..	3	..	..	..	1.5	130	241	241	232	5	10	3	3	3	20 14	19 40
Buena Vista.....	5	..	3	..	..	..	2.6	196	169	365	348	3	2	3	2	7.8	19 60	13 38
Dayton.....	5	..	3	..	..	..	3.3	82	186	186	178	3	4	3	1.5	7 14	11 04	7 14
Eagle.....	5	..	3	..	..	..	2.4	181	186	317	277	..	1	1	2	6.7	21 58	12 50
Forest.....	5	..	3	..	..	..	3.4	113	94	207	191	9	7	1	1.3	1.3	21 50	12 21
Henrietta.....	5	..	3	..	..	..	4	94	68	182	147	1	1	3	2	1.12	19 40	9 63
Ithica.....	5	..	3	..	..	..	5.5	233	177	400	268	4	1	3	1.3	4 20	19 33	11 20
Marshall.....	5	..	3	..	..	..	3.3	168	108	360	296	2	7	1	2	2	19 93	12 14
Richwood.....	5	..	3	..	..	..	1.3	127	122	249	190	2	1	1	1.6	1 3.4	20 83	12 00
Richmond.....	5	..	3	..	..	..	4	128	125	258	218	6	3	3	7.12	4	17 68	8 75
Rockbridge.....	5	..	3	..	..	..	1.5	269	170	418	407	5	1	4	3	3.8	22 00	15 50
Richland.....	5	..	3	..	..	..	2.4	88	178	138	138	5	20	2	3.4	2 1.4	17 20	8 00
Sylvan.....	5	..	3	..	..	..	1.8	95	88	178	138	3	5	6	1.4	1 2	19 00	11 14
Willow.....	5	..	3	..	..	..	2.7	85	85	179	231	3	5	6	1.4	4 3.4	19 00	11 14

Westford	4	1	16	103	97	900	286	5	8	3 3.7	2 11.14	3 3.17	19 90	12 54
	92	40	1 26	4 11-16	2 267	1 868	4 133	3 616	46	76	3 5.7	2 1.3	3 9.10	10 97
ROCK--														
Avon.....	7	4	2 637-44	218	183	401	334	10	7	5	4	4 1.2	18 00	12 00
Bradford.....	4	9	8 1.4	248	213	461	386	1	2	3 1.2	3 1.2	4 1.16	24 00	12 50
Beloit.....	6	4	17 1.2	178	138	311	978	1	1	4 18-25	4 1.2	4	23 00	15 00
Clinton.....	4	7	3 723-44	293	272	565	460	11	18	5 1.2	4 1.2	1	23 30	12 35
Center.....	8	8	2 8 3.20	280	194	424	341	2	3	5 1.2	4 1.2	4 1.10	27 66	15 11
Fulton.....	8	8	3 7 3.11	334	311	645	532	5	6	4 8.5	2 3.5	4 8.11	20 15	13 75
Harmony.....	8	1	18	204	180	384	299	1	2	5	4 1.16	4 7.18	21 00	13 00
Janeville.....	6	4	2 7 11-18	178	151	329	277	2	4	6 1.9	3 5.9	4	27 75	14 75
Johnstown.....	7	4	1 8 6.11	218	209	427	383	3	1	8 1.3	4 1.3	5 10-11	22 87	14 13
La Prairie.....	3	7	5 8	185	143	333	232	3	5	5 7.10	4	4 3.4	25 60	12 28
Lima.....	4	11	8 7 1.3	225	172	397	309	2	23	3 2.3	3 5.8	4 1.3	19 75	10 27
Magnolia.....	5	4	2 7 2.3	227	203	432	120	16	4	6 1.2	3 3.5	4 1.2	25 00	12 00
Milton.....	5	5	7 3.20	263	280	583	471	1	9	5 1.2	3 3.5	3 9.10	24 00	12 60
Newark.....	8	1	17 5.36	240	206	448	384	5	3	5	4	4 4.9	20 17	10 66
Porter.....	8	1	8 2.9	292	261	563	483	8	5	6 1.3	3	4 1.2	28 00	15 00
Plymouth.....	4	6	2 7 11-12	248	211	459	381	---	---	5	5	4 1.3	25 60	15 00
Spring Valley.....	5	4	3 7 3.8	213	211	424	339	6	9	4 1.2	4	3 1.2	23 28	14 16
Rock.....	6	7	3 7 7.8	243	185	427	420	9	10	8 1.2	5	4 3.4	24 19	12 00
Turtle.....	5	5	2 8 7.36	243	225	467	399	5	16	---	5 11-14	5 1.14	37 00	13 00
Union.....	9	2	1 7 21-40	327	334	651	461	---	9	7 5.8	2 7.10	4 3.4	21 00	12 00
Beloit City.....	2	---	10	644	685	1 339	1 149	---	4	---	10	10	95 00	23 65
Janeville City.....	1	---	12	1 116	1 232	2 338	1 560	---	---	13	---	12	62 50	---
	117	97	456	5 584	6 191	12 775	10 388	91	140	5 9.10	4 5.9	4 9.11	28 90	13 53
SAUK--														
Spring Green.....	5	2	7 4.7	178	145	323	264	7	---	3 11 14	2 4.7	15	20 33	16 00
Troy.....	3	6	4 4 17.18	165	139	304	224	3	7	4 2.3	2 2.3	3 1.3	22 33	14 33
Prairie du Sac.....	8	4	6 2.9	353	323	676	442	2	6	6	4	2 1.3	31 00	19 00
Bear Creek.....	7	1	1 5 1.4	135	122	257	181	1	2	3 1.3	2	3 1.4	16 67	10 85
Franklin.....	4	4	1 4 3.5	115	106	221	187	2	---	4 1.8	3 3.4	3 5.6	18 87	10 25
Honey Creek.....	5	4	3 5 5.9	219	176	395	303	1	---	8 1.3	2 17-18	2 11-18	23 32	14 72
Kingston.....	6	1	1 7 1.8	186	174	360	278	2	8	---	3 3.5	4 2.6	24 75	13 40

TABLE No. I.—Continued.

Names of Counties and Towns.	No. of School Districts.	No. of Dist. which have not Rep.	No. of parts of Districts.	No. of Dist. which have not Rep.	No. School Houses in Joint Dis.	Average No. of months Schools have been taught.	Number of Male Children residing in Town over 4 and under 20 years of age.	Number of Female Children residing in Town over 4 and under 20 years of age.	Total Number of Children residing in Town over 4 and under 20 years of age.	Number of Children under four years of age who have attended School.	Number of Children over twenty years of age who have attended School.	Average Number of months Children between 4 and 20 years of age have attended School.	Average No. of Months Schools have been taught by a Male Teacher.	Average No. of months Schools have been taught by a Female Teacher.	Average amount of Wages per month paid to Male Teachers.	Average amount of Wages per month p'd to Female Teachers.
Sauk—continued.	5	—	8	—	—	—	—	—	—	—	—	—	—	—	—	—
Merrimac	6	—	8	—	17	138	145	283	231	5	8	5	2	4.5	22 41	12 94
Washington	6	—	8	—	25 11.18	168	140	308	252	9	5	8	3	1.5	20 80	16 67
Westfield	6	—	3	—	16	165	129	294	225	6	9	4	3	1.3	21 00	13 00
Freedom	6	—	3	—	14	119	94	213	147	6	9	4	3	1.3	25 67	12 88
Baraboo	6	—	4	—	2 7	410	409	819	553	10	10	2	2	1.6	27 16	15 08
Greenfield	4	—	4	—	8 1.5	133	120	253	237	—	—	4	2	1.5	28 00	18 60
Ironton	4	—	6	—	2 6 1.2	139	175	314	200	1	3	4	3	1.3	21 81	10 50
Reedsburg	9	—	4	—	3 5 7.8	238	283	466	420	3	6	5	4	1.3	28 20	11 60
Excelsior	6	—	6	—	7 3.10	144	123	267	226	9	5	4	3	1.0	24 00	12 92
Fairfield	4	—	3	—	2 6 11.14	136	115	251	198	1	1	3	3	1.0	23 75	14 41
Woodland	5	—	5	—	15 2.5	71	52	123	123	—	—	1	2	4 8.5	22 00	12 00
Marion	5	—	1	—	3 6 1.4	130	108	236	208	4	7	3	4	4	22 43	13 09
Winfield	6	—	3	—	1 5 1.6	116	109	225	181	4	4	4	4	3.4	18 00	10 76
Dellona	4	—	6	—	2 6 4.9	112	117	229	161	34	3	3	3	1.4	22 00	11 00
New Buffalo	5	—	4	—	2 5 2.8	230	173	393	303	9	1	5	4	3.4	26 00	18 00
	112	81	338	6	1.15	3,775	8,427	7,202	5,584	92	84	5	3	2.9	23 57	13 49

TABLE No. I.—continued.

Names of Counties and Towns	No. of School Districts	No. of Dist. which have not Rep.	No. of parts of Districts	No. School Houses in Joint Dist.	Average No. of months Schools have been taught	No. of Male Children residing in Town, over 4 and under 20 years of age.	No. of Female Children residing in Town, over 4 and under 20 years of age.	Total No. of Children residing in Town, over 4 and under 20 years of age.	No. of Children over 4 and under 20 years of age who have attended School.	No. of Children under 4 years of age who have attended School.	No. of Children over 20 years of age who have attended School.	Average No. of months Children between 4 and 20 years of age have attended School.	Average No. of months Schools have been taught by a Male Teacher.	Average No. of months Schools have been taught by a Female Teacher.	Average amount of Wages per month paid to Male Teachers.	Average amount of Wages per month paid to Female Teachers.	
St. Croix—continued.																	
Pleasant Valley.....	4	1	1	1	6 1.8	50	37	87	80	5	8	6	6	6	\$25 00	\$18 00	
Erin Prairie.....	4	1	1	1	6	75	74	149	136	5	8	6	7	8	21 00	14 00	
Warren.....	1	1	1	1	6	75	74	149	136	5	8	6	7	8	21 00	14 00	
Roach River.....	2	1	1	1	5 2.3	40	34	74	68	1	1	1	1	1	16 00	12 00	
Troy.....	5	3	3	3	3	64	60	124	124	3	3	3	3	3	26 40	11 50	
Star Prairie.....	3	2	2	2	5	51	40	91	91	1	1	1	1	1	27 00	19 00	
	39	12	11	11	5 1.4	956	796	1,780	1,158	33	17	4 2.5	4 2.7	4 5.6	25 32	16 22	
TREMPEALEU—																	
Arcadia.....	4	2	1	1	19*	47	29	76	31	36	1	1	5	4	16 13	12 00	
Caledonia.....	3	1	1	1	17	71	47	118	106	36	4	6 1.2	2	7 1.4	24 00	14 00	
Gale.....	5	1	1	1	5 3.4	94	90	184	170	7	7	4	3	4 2.3	23 00	18 88	
Preston.....	3	1	1	1	6 1.3	65	60	125	67	6	6	6	2 2.3	3 2.3	22 60	13 67	
Sumner.....	3	1	1	1	8	25	28	48	44	6	6	2 2.3	2	3	12 00	12 00	
Trempealeau.....	6	1	2	2	2 8 1.2	143	116	259	206	2	4	4	4 1.3	4 1.8	21 20	15 50	
	24	4	7	2	4 7.12	445	365	810	623	44	22	4 3.4	3 2.5	4 5.11	21 17	13 41	

* In one District.

Monomonee	6	..	5	..	4	19	1.8	485	427	852	615	22	7	7	5	4	5	1.4	4	1.4	24	01	14	04
	79	..	105	..	42	7	5.8	5,593	5,187	10,665	8,422	103	127	5	4.5	4	3.16	3	3.4	24	64	12	10	
WATAGA—																								
Dayton	7	..	2	..	116	5.9	173	134	307	290	2	2	5	15	1-2	3	1-2	3	1-27	21	00	12	00	
Karrington	5	..	1	..	16		143	122	270	224	6	6	2	4	1-2	4	4			18	00	8	33	
Scandinavia	5	..	1	..	13		118	108	226	149	..	..	11	3	1	3	4			20	00	10	00	
Iola	5	..	..	..	4	3.4	87	98	185	122	..	..	..	..	..	..	..			28	00	12	50	
Lind	10	..	3	..	5	1.12	194	151	345	..	..	..	..	..	..	..	..			20	00	10	00	
Waupaca	3	..	4	..	27	3.7	186	204	400	264	24	24	..	..	..	..	..			20	00	10	00	
St. Lawrence	4	..	2	..	26	1.4	112	99	211	111	4	4	3	6	1-4	3	4-7	4	1-4	20	75	18	64	
Weyauwega	8	..	1	..	5	7.12	234	237	451	401	19	19	3	8	1-2	4	4	11-12	4	94	00	12	75	
Royalton	8	..	4	..	17		97	90	187	185	1	1	3	5	1-2	3	1-2	5	1-2	29	00	15	60	
Little Wolf	3	..	3	..	16		39	45	84	53	4	4	1	4	3-5	2	2-5	1	2-5	29	88	15	79	
Union	3	..	..	..	6		20	12	32	31	..	..	6	6	6	3	4			34	00	17	33	
Caledonia	4	1	1	..	14	3.4	77	58	135	96	..	..	2	5	4	5	1-2			15	50	14	33	
Mukwa	4	..	2	..	19	2.3	200	194	394	..	..	..	..	..	..	..	..			32	00	17	00	
Lebanon	6	..	..	..	4	2.3	64	64	118	..	..	..	..	..	..	..	..			16	00	18	60	
Bear Creek	4	1	..	..	7	2.3	23	27	55	42	..	..	..	..	..	..	..			13	00	8	00	
Matteson	3	..	..	..	4		22	15	37	35	..	..	..	..	..	..	..			20	00	18	00	
	77	2	94	..	11	5	7.8	1,809	3,447	2,052	62	62	39	4	5-8	3	5-16	4	1-8	22	93	13	25	
WATSHARA—																								
Aurora	4	..	5	..	39		171	144	315	262	8	8	4	5	..	..	..			23	14	13	07	
Bloomfield	6	..	..	..	3	2-3	148	103	246	115	..	..	1	3	1	3-4	2	5	3-4	20	22	13	75	
Coloma	3	..	2	..	17		76	75	151	144	2	2	1	4	1-5	2	2			22	00	12	00	
Dakota	2	..	6	..	36		105	74	179	151	8	8	3	5	..	..	..			20	25	7	50	
Deerfield	5	..	3	..	13	1-2	36	31	67	56	..	..	1	3	2	1-2	5	1-3		19	00	10	00	
Hancock	5	3	5	1	4		61	48	109	74	2	2	2	4	3-4	4	3-4			16	00	12	25	
Leon	4	1	6	..	46		121	127	248	212	..	..	4	6	8	1-2	5			22	00	20	00	
Marion	6	..	3	..	15		123	99	222	187	3	3	5	4	2-9	1	1-9	8	8-9	16	00	9	63	
Mt. Morris	5	..	2	..	15		84	82	166	121	1	1	2	..	..	..	..			20	00	11	44	
Oasis	3	..	4	..	24	1-2	80	79	159	152	..	..	2	3	6-7	1	6-7	3	4	18	33	8	95	
Plainfield	5	..	6	..	46		185	173	363	318	6	6	..	..	..	..	..			22	50	14	00	

TABLE No. I.—continued.

Names of Counties and Towns.	W. VIRGINIA—continued.																		WINNEBAGO—																	
	No. of School Districts.	No. of Dist. which have not Rep.	No. of parts of Districts.	No. of Dist. which have not Rep.	N. School Houses in Joint Dist.	Average No. of months Schools have been taught.	No. of Male Children residing in Town over four and under 20 years of age.	No. of Female Children residing in Town over 4 and under 20 years of age.	Total No. of Children residing in Town over 4 and under 20 years of age.	No. of Children over 4 and under 20 years of age who have attended School.	No. of Children under 4 years of age, who have attended School.	Number of Children over twenty years of age, who have attended School.	Average No. of months Children between 4 and 20 years of age have attended School.	Average No. of months Schools have been taught by a Male Teacher.	Average No. of months Schools have been taught by a Female Teacher.	Average amount of wages per month paid to Male Teachers.	Average amount of wages per month paid to Female Teachers.																			
Poyssippi	2	..	5	..	2	9	85	69	154	158	1	3	3	2	4	23 00	13 00																			
Richard	6	..	5	..	..	4	76	131	207	169	7	5	3	1	3	20 00	9 00																			
Rose	1	..	1	..	1	7	7	13	90	20	1	..	7	1	2	20 00	12 00																			
Saxeville	5	..	3	..	3	16	137	108	245	207	4	3	6	3	1	20 00	12 50																			
Springwater	4	..	5	..	..	4	93	60	183	121	..	5	2	1	2	21 00	12 66																			
Warren	4	..	2	..	..	6	109	96	199	150	4	..	5	1	4	22 00	12 00																			
Wautoma	4	..	2	..	2	6	141	170	311	217	5	3	6	2	1	20 00	16 00																			
	73	4	62	1	127	5	1,534	1,711	3,545	2,834	47	50	4	5	2	20 81	12 15																			
Algoma	3	..	8	..	1	7	133	182	265	260	2	11	3	2	3	24 70	12 50																			
Black Wolf	6	..	1	..	..	1	144	107	251	166	1	2	4	3	1	20 00	14 00																			
Clayton	4	..	5	..	..	3	237	219	456	295	4	6	6	4	4	25 00	14 00																			
Neenah	4	..	3	..	..	8	263	320	583	398	7	4	8	1	7	23 71	11 82																			
Nekimi	4	..	4	..	..	27	188	179	367	313	6	6	6	6	1	22 63	15 82																			
Nepouakis	4	..	7	..	1	27	185	140	325	291	3	13	5	1	2	26 12	14 00																			

TABLE NO. I.—RECAPITULATION.

Names of Counties.	No. of School Districts.	No. of Dist. which have not Rep.	No. of parts of Districts.	No. of Dist. which have not Rep.	No. School Houses in Joint Dist.	Average No. of months Schools have been taught	No. of Male Children residing in Town, over 4 and under 20 years of age.	No. of Female Children residing in Town, over 4 and under 20 years of age.	Total No. of Children residing in Town, over 4 and under 20 yrs. of age.	No. of Children over 4 and under 20 years of age, who have attended School.	No. of Children under 4 years of age, who have attended School.	Average No. of months Children between 4 and 20 years of age have attended School.	Average No. of months Schools have been taught by a Male Teacher.	Average No. of months Schools have been taught by a Female Teacher.	Average amount of Wages per month paid to Male Teachers.	Average amount of Wages per month pd. to Female Teachers.	
Adams.....	57	..	41	1	21	5 7-10	1,349	1,204	2,554	2,336	34	28	4 3-10	2 8.5	3 9-10	\$22 27	\$11 88
Ashland.....	2	..	..	..	..	..	94	97	191	18	..	..	..	..	..	20 00	20 00
Bad Ax.....	98	..	37	..	16	4 1-10	1,959	1,872	3,831	2,762	36	58	3 1-2	3 1.2	3 3	20 86	11 63
Brown.....	51	..	20	..	9	5 4-5	2,332	2,751	5,083	2,707	31	45	5 4-5	4 1.2	8 7-10	23 58	17 84
Buffalo.....	26	..	9	..	..	3-5	573	453	1,026	713	11	9	7 2-11	1 9	7 3-5	24 24	13 48
Calumet.....	51	9	7	..	..	4-9	1,208	1,143	2,352	1,501	13	9	4 1-2	3 4.9	8 1-9	21 23	12 36
Chippewa.....	10	1	1	..	..	5-6	269	239	503	192	21	..	4 3-5	3 3.8	4 9-5	28 50	19 45
Clark.....	8	1	3	2	..	1-6	123	111	240	167	1	1	5 1-6	3 1.15	4 9-10	26 30	21 50
Columbia.....	124	2	59	6	..	3-4	4,783	4,476	9,259	6,994	97	180	5 3-4	3 4.6	4 1-3	23 57	13 07
Crawford.....	74	..	27	..	..	3-10	1,620	1,489	3,209	2,201	66	36	3 7-11	1 6.11	3 1-11	20 28	12 51
Dane.....	174	..	118	10	54	7	8,517	7,884	16,401	10,762	86	239	4 5-18	4 3.4	3 3-4	23 52	13 80
Dodge.....	162	4	101	2	53	7	8,745	7,915	16,660	11,324	137	185	5 2-3	3 9.10	4 2-5	26 22	13 69
Door.....	21	1	2	..	..	2-7	436	369	805	393	10	6	2 4-6	8 4 1-16	..	23 00	18 30
Douglas.....	2	..	..	..	..	..	80	60	164	139	..	..	..	..	..	36 00	26 25
Dunn.....	18	..	7	1	..	3-5	333	288	632	523	13	13	4 3-6	2 5.6	5 4-5	26 75	16 62
East Claire.....	21	3	4	..	..	9-10	453	389	822	605	7	16	4 9-10	2 8.5	5 1-6	27 75	17 15

Fond du Lac,...	129	1	89	2	4217 2-5	6,614	6,342	12,956	9,033	93	185	5	1.4	4	1.11	4	3.5	26 00	13 55
Grant, ...	146	--	74	1	375 7-9	6,224	5,771	11,995	7,988	55	83	8	7.8	3	7.9	3	1.2	23 88	14 85
Green, ...	96	--	52	6	716 2-3	3,985	3,611	7,486	5,881	90	177	4	10-13	3	1.8	3	8	20 88	11 88
Green Lake,...	68	3	37	1	227 7-30	2,311	2,128	4,439	3,083	45	32	6	1.10	3	9.10	5	8.7	28 50	13 82
Iowa, ...	91	2	18	1	105 2-3	4,135	3,781	7,916	4,732	48	41	4	1	3	1.2	3	5.6	24 63	15 01
Jackson, ...	35	1	6	2	35 11-16	630	585	1,235	983	10	18	4	1.2	2	1.6	4	1.8	24 60	12 45
Jefferson, ...	87	1	89	2	37 6 8-9	4,891	4,620	11,767	7,686	46	68	5	8.10	4	4	3.17	23 95	12 88	
Juneau, ...	73	4	34	5	16 5 16-17	1,634	1,529	3,163	2,440	35	21	5	9.20	3	1.15	4	3.17	20 53	11 65
Keneshaw, ...	49	--	32	--	16 8	2,746	2,646	5,392	3,779	45	60	6	5.8	4	2.3	4	8.9	28 57	15 76
Keweenaw, ...	36	4	...	...	4 1-4	1,866	1,030	2,137	768	1	...	...	...	...	...	...	...	26 02	14 46
La Crosse, ...	44	4	16	6	7 6 1-3	1,886	1,879	3,765	2,296	26	30	4	1.11	4	4	7.12	26 87	17 08	
La Fayette, ...	91	--	31	1	17 6	3,931	3,767	7,758	5,392	78	90	4	2.5	3	1.3	3	7.15	22 98	15 14
La Pointe, ...	1	--	...	...	11 1-2	75	57	182	33	...	...	...	...	...	...	...	...	...	41 50
Manitowoc, ...	86	4	15	3	10 5 3-8	4,038	3,849	7,897	3,971	34	15	4	1.8	3	1.6	2	5.7	22 24	15 42
Marathon, ...	26	9	...	...	4 1-3	282	310	592	351	3	15	5	2.5	6	8.4	5	1.15	23 75	17 96
Marquette, ...	43	2	40	3	17 5 7-10	1,680	1,313	2,893	2,206	44	49	4	5.7	2	11.14	3	2.7	18 92	10 78
Milwaukee, ...	70	--	22	--	9 7 8-5	10,960	11,847	22,807	11,309	16	21	6	1.7	5	1.8	3	4.5	28 00	17 02
Monroe, ...	74	--	34	--	20 5 1-3	1,535	1,428	2,363	2,112	44	31	4	8.5	3	4	4.17	20 13	12 73	
Oconto, ...	14	--	5	--	3 17 17-18	454	342	796	570	8	8	7	7.8	6	3.5	7	1.4	30 66	19 93
Outagamie, ...	60	4	15	4	10 6 2-7	1,626	1,664	3,490	2,057	13	7	5	...	5	2.3	3	8.31	21 57	13 80
Osaukee, ...	52	--	18	1	9 6 3-5	8,514	8,475	6,399	3,926	29	14	5	18.14	5	2.3	3	8.31	21 57	13 80
Pepin, ...	14	--	4	--	2 4 1-8	402	345	747	582	18	15	4	5.8	2	4.5	4	4	22 13	15 29
Pierce, ...	39	--	12	--	1 5 1-10	725	642	1,367	1,010	21	25	4	2.3	2	1.2	4	3.5	23 42	15 24
Polk, ...	14	1	8	--	8 5 6	231	200	431	247	...	2	3	5.6	3	1.2	3	2.5	31 75	16 75
Portage, ...	54	5	30	1	10 5 1-14	1,257	1,116	2,873	9,077	18	30	4	1.5	4	1.6	3	4.5	18 76	12 90
Racine, ...	56	--	49	--	21 9 3-5	4,278	4,007	8,285	6,174	75	114	6	...	4	2.5	4	4.5	28 07	14 85
Richland, ...	92	--	40	1	26 4 11-16	2,567	1,868	4,135	3,616	46	76	3	5.7	2	1.2	2	9.10	19 02	10 97
Rock, ...	117	--	97	--	45 8	6,584	6,191	12,775	10,883	91	140	5	9.10	4	5.9	4	9.11	28 90	13 53
Sauk, ...	112	3	81	3	33 6 1-15	3,775	3,427	7,302	5,534	92	84	5	3.8	3	2.9	3	5.6	22 57	13 49
Shawano, ...	5	--	7	--	6 6 1-2	51	80	111	24	...	...	...	...	...	...	...	...	27 33	19 66
Sheboygan, ...	101	--	83	--	15 6 10-17	5,105	4,865	9,999	7,139	96	64	5	...	4	1.4	4	4.7	25 77	13 07
St. Croix, ...	59	--	12	1	5 1-4	366	798	1,760	1,158	83	17	4	2.5	4	2.7	4	5.6	25 82	16 22
Trumpleau, ...	24	4	7	2	4 6 7-12	445	365	810	623	44	23	4	3.4	8	2.5	4	5.11	21 17	13 41
Walworth, ...	98	--	80	--	37 7 11-17	5,081	4,825	9,856	6,880	63	146	5	6.17	3	15.16	4	15.16	23 64	13 13
Washington, ...	81	--	53	--	25 8 3-13	5,153	4,601	9,754	6,163	50	30	5	3.13	4	9.13	4	1.2	21 69	12 40

TABLE No. I.—RECAPITULATION—continued.

Names of Counties.	No. of School Districts.	No. of Distrs. which have not Rep.	No. of parts of Districts.	No. p'rs Dist. which have not Rep.	No. School Houses in Joint Dist.	Average No. of months Schools have been taught.	No. of Male Children residing in Town, over 4 and under 20 years of age.	No. of Female Children residing in Town, over 4 and under 20 years of age.	Total No. of Children residing in Town, over 4 and under 20 years of age.	No. of Children over 4 and under 20 years of age who have attended School.	No. of Children under 4 years of age who have attended School.	No. of Children over 20 years of age who have attended School.	Average No. of months Children between 4 and 20 years of age have attended School.	Average No. of months Schools have been taught by a Male Teacher.	Average No. of months Schools have been taught by a Female Teacher.	Average amount of Wages per month paid to Male Teachers.	Average amount of Wages per month paid to Female Teachers.
Waukegan,....	79	..	106	..	42	7 5-8	5,528	5,187	10,665	8,492	108	127	5 4-5	4 3-16	3 3-4	24 84	12 10
Waupaca,.....	77	2	94	..	11	5 7-8	1,809	1,636	3,447	2,062	63	39	4 5-8	3 5-16	4 1-8	22 28	13 25
Waubesa,.....	73	4	62	1	27	5 1-2	1,884	1,711	3,545	2,881	47	60	4 5-8	2 1-3	4	20 84	12 15
Winnebago,...	66	4	64	5	26	7 4-4	4,211	4,182	8,393	5,191	87	120	5 3-7	4 6-18	4 5-6	24 47	13 97
Wood,.....	16	2	329	1	....	6 1-2	329	283	612	404	10	....	4 3-4	3 3-5	4	28 27	18 38
	3,399	83	1,827	74	799	6 2-11	147,853	189,016	288,984	194,367	2,272	2,826	4 9-10	3 7-10	4	24 90	15 30

TABLE No. II.

Springville	145 00	78 65	.....	218 65	218 65	.....	359 55	.....	9 50	85 54
Strong's Prairie	113 00	160 00	.....	273 00	273 00	.....	.....	.....	.....	.....
White Creek	40 00	.....	.....	40 00	40 00	.....	38 82	.....	.....	9 30
	1,354 64	1,435 70	310 54	8,100 92	2,896 62	.....	293 70	125 02	3,519 09	1,975 90
	82 45	49 10	.....	131 55	120 00	.....	11 55	49 10	.....	.....
ASHLAND—										
Bayport	87 70	120 30	.....	208 00	208 00	.....	38 45	169 00	.....	25 00
Bergen	191 62	68 60	.....	186 12	146 67	.....	27 68	85 80	.....	1 00
Christiana	17 15	70 63	.....	87 79	60 20	.....	.....	.....	60 10	.....
Clinton	48 51	76 00	.....	124 51	105 66	.....	.....	.....	.....	52 00
Ocon	156 80	225 00	.....	354 02	353 16	.....	.....	98 18	162 52	.....
Franklin	42 14	126 87	.....	169 01	199 01	.....	.....	18 00	35 00	13 00
Forest	58 36	27 00	.....	85 36	85 36	.....	.....	188 25	15 00	.....
Greenwood	85 25	254 68	.....	339 98	337 84	.....	2 09	.....	72 80	15 00
Hillborough	117 23	188 10	.....	116 38	306 90	.....	.....	.....	140 35	21 75
Hamburg	51 46	180 00	.....	181 45	249 52	.....	.....	95 00	178 44	10 00
Harmony	155 82	814 14	.....	469 96	469 96	.....	.....	194 00	.....	273 56
Jefferson	184 75	108 01	.....	240 76	334 41	.....	196 26	247 00	48 80	16 00
Kickapoo	43 12	48 07	.....	91 19	91 19	.....	.....	105 60	22 00	46 55
Liberty	19 11	41 83	.....	79 42	79 42	.....	.....	107 87	87 00	8 48
Stark	98 00	57 60	.....	155 60	155 60	.....	.....	148 00	407 65	20 00
Sterling	14 00	124 08	.....	138 06	105 00	.....	33 08	80 00	215 00	.....
Union	261 66	230 00	.....	439 26	460 74	.....	28 60	349 60	179 75	51 00
Viroqua	98 55	403 96	.....	500 50	483 67	.....	1 56	110 00	12 00	4 73
Wheatland .....	.....	.....	.....	120 89	120 89	.....	.....	132 00	112 10	.....
Weber	39 80	12 08	.....	46 22	163 63	.....	166 96	117 61	75 00	23 00
Whitestown	1,648 91	2,619 89	.....	4,213 86	4,516 82	.....	496 48	2,180 78	1,836 01	580 07
BROWN—	73 00	87 54	.....	170 54	170 54	.....	.....	83 00	234 00	3 87

* Not Reported.

TABLE No. II.—continued.

Names of Counties and Towns.	Amount of money received from County Treasurer.	Amount of money received from Town Treasurer.	Amount of money received from other sources.	Total amount of money received.	Amount of money paid for Teachers' wages.	Amount of money paid for Liabilities.	Amount of money expended for other purposes.	Amount of money remaining unexpended.	Amount of money raised by tax and expended for Teachers' wages.	Amount of money raised by tax and expended for District Liabilities.	Am't of money raised by tax and expended on School Houses.	Amount of money raised by tax and expended for other purposes.
CHIPPewa—continued.												
Chippewa Falls.....	\$ 72 50	\$ 61 26	.....	\$ 133 76	\$ 32 00	.....	.....	\$ 101 76	\$ 282 00	.....	.....	\$ 83 76
Eagle Point.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Wheaton	100 00	324 49	.....	424 43	834 65	.....	139 38	301 05	736 77	35 00	103 23	197 89
CLARK—												
Pine Valley.....	67 00	814 11	.....	881 11	670 00	.....	97 75	46 37	670 00	.....	80 00	17 75
Lewis.....	5 00	183 73	.....	188 73	108 00	.....	9 50	.....	60 00	.....	250 00	62 00
Wheaton	34 00	496 98	.....	530 98	268 00	.....	.....	262 95	263 00	.....	5 00	.....
	106 00	1,494 76	.....	1,600 76	1,046 00	.....	107 25	309 32	998 00	.....	385 00	79 75
COLUMBIA—												
Arlington.....	128 00	124 04	.....	252 04	250 47	1 57	.....	.....	399 50	13 50	23 70	74 43
Caledonia	188 00	374 10	.....	562 10	279 21	33 80	60 30	31	279 21	33 50	41 14	132 80
Courland.....	239 50	.....	.....	239 50	160 40	.....	65 50	.....	160 40	.....	40 50	71 90

Columbus.....	323 00	323 26	.....	655 25	655 25	15 00	149 65	.....	843 00	15 00	.....	149 66
Dakota.....	192 02	148 00	.....	340 02	801 35	10 00	110 78	.....	801 35	10 00	.....	110 78
Fort Winnebago....	167 50	323 29	.....	490 79	490 79	.....	207 00	.....	431 00	.....	439 50	207 00
Fountain Prairie....	210 00	196 88	.....	406 83	406 33	5 00	198 22	.....	428 00	5 00	35 00	128 22
Hampden.....	152 00	156 10	23 84	331 94	514 55	.....	91 97	.....	176 20	.....	10 00	91 97
Leeds.....	173 50	296 46	.....	470 12	738 50	.....	136 00	.....	286 89	.....	286 89	125 00
Lorville.....	155 50	144 07	.....	338 89	299 57	.....	39 32	.....	196 00	.....	304 99	68 34
Lodi.....	260 00	161 25	.....	491 25	421 25	.....	.....	.....	442 17	.....	844 80	137 29
Levinston.....	209 50	375 13	.....	564 63	.....	.....	.....	.....	604 47	.....	290 00	40 52
Marcellon.....	208 50	138 16	.....	346 66	346 65	.....	.....	.....	389 00	.....	400 00	85 87
Newport.....	160 00	374 34	.....	640 84	386 54	.....	.....	.....	406 00	.....	.....	158 80
Osago.....	210 00	141 87	.....	351 87	351 87	.....	.....	.....	294 60	.....	579 65	48 75
Pacific.....	47 50	38 92	.....	86 42	86 42	.....	.....	.....	912 50	.....	.....	.....
Portage.....	538 50	378 83	.....	917 33	917 33	.....	.....	.....	1,400 00	.....	.....	200 00
Randolph.....	201 00	184 58	.....	385 58	.....	.....	.....	.....	1,165 18	10 00	55 46	164 11
Scott.....	161 60	137 79	.....	289 28	289 28	.....	.....	.....	419 98	.....	14 94	108 12
Springvale.....	160 00	152 49	.....	312 49	312 49	.....	.....	.....	310 34	.....	34 88	67 73
West Point.....	132 50	107 30	.....	239 80	239 80	.....	.....	.....	381 54	.....	160 00	86 73
Wyocena.....	253 50	160 00	.....	418 50	413 50	.....	.....	.....	824 00	.....	6 62	198 37
	4,460 52	4,436 80	23 84	8,986 14	8,351 57	65 07	967 70	38 65	10135 19	86 00	2,945 07	2,455 84

Olawford—

Clayton.....	154 50	252 74	.....	407 24	705 75	23 00	.....	.....	952 74	23 00	207 89	8 00
Haney.....	134 60	153 00	.....	284 36	544 54	.....	.....	.....	210 00	.....	9 00	41 00
Lynxville.....	44 00	16 65	.....	60 65	171 86	.....	.....	.....	16 65	.....	.....	.....
Marietta.....	105 00	253 95	.....	358 95	358 95	.....	.....	.....	253 95	.....	.....	48 25
Eastman.....	141 60	296 46	.....	437 96	415 07	.....	86 00	.....	212 06	.....	179 67	11 00
Freeman.....	125 00	163 57	.....	307 57	286 49	.....	.....	.....	192 57	.....	249 58	213 00
Utica.....	108 50	76 38	.....	179 88	300 00	.....	.....	.....	300 00	.....	45 66	36 05
Seneca.....	250 68	207 00	.....	457 68	454 45	.....	.....	.....	367 00	.....	8 00	53 75
Scott.....	98 00	142 00	.....	240 00	246 00	.....	.....	.....	246 00	.....	81 10	.....
Wausaka.....	94 00	61 53	.....	145 51	145 51	.....	.....	.....	133 89	.....	36 65	28 50
Prairie du Chien....	482 50	405 67	.....	888 17	877 38	.....	1,473 80	.....	844 94	.....	2,203 14	524 95
	1,738 06	2,047 95	.....	3,777 97	4,516 01	23 00	1,568 90	69 84	3,019 32	23 00	3,020 79	964 52

TABLE No. II.—continued.

Names of Counties and Towns.	Amount of Money received from County Treasurer.	Amount of Money received from Town Treasurer.	Amount of Money received from other sources.	Total amount of Money received.	Amount of Money paid for Teachers' Wages.	Amount of Money paid for Liabilities.	Amount of Money expended for other purposes.	Amount of Money remaining unexpended.	Amount of Money raised by tax and expended for Teachers' Wages.	Amount of Money raised by tax and expended for District Liabilities.	Amount of Money raised by tax and expended on Sch'l Houses.	Amount of Money raised by tax and expended for other purposes.
DANE—												
Albion	217 50	334 08	.....	551 58	551 58	.....	.....	13 52	399 22	10 00	.....	73 20
Berry	236 18	65 60	.....	301 78	298 26	.....	.....	.....	87 50	.....	27 50	27 87
Black Earth	146 00	247 60	.....	393 60	373 38	.....	.....	20 22	228 94	.....	768 00	131 00
Blooming Grove	140 00	150 00	.....	290 00	290 00	.....	.....	.....	200 00	.....	100 00	10 00
Blue Mounds	159 00	89 92	.....	248 92	248 92	.....	.....	.....	207 00	.....	200 00	6 00
Bristol	142 72	400 08	.....	542 72	542 72	.....	.....	.....	879 00	.....	418 25	282 92
Burke	164 00	318 34	.....	477 34	477 34	.....	.....	.....	298 50	.....	105 44	109 28
Christiana .....	.....	*683 50	.....	683 50	683 50	.....	.....	.....	426 00	.....	200 00	288 75
Cottage Grove	237 50	257 44	.....	494 94	490 94	.....	86 00	4 00	252 41	.....	209 42	126 30
Cross Plains	188 00	199 89	.....	387 89	343 28	.....	.....	8 61	.....	.....	5 00	31 00
Dane	185 50	117 44	.....	302 94	302 94	.....	.....	.....	1096 11	.....	5 25	167 64
Deerfield	181 00	107 52	.....	288 52	288 52	.....	.....	.....	418 50	.....	.....	11 00
Dunkirk	312 00	389 76	.....	701 76	389 76	.....	.....	.....	408 00	.....	173 00	20 00
Dunn	164 50	596 18	.....	750 63	769 75	.....	.....	.....	96 61	.....	400 00	35 88
Fitchburg	454 66	.....	.....	454 66	454 56	.....	.....	.....	670 78	6 52	215 00	95 26

* Town and County Taxes together.

Madison	140 50	198 67	.....	337 17	500 00	500 00	.....	415 00	500 00	50 00	.....	192 77	256 50
Madison city	1050 50	6000 00	.....	7050 50	5000 00	5000 00	.....	5000 00	5000 00	50 00	.....	1000 00	450 00
Massonville	190 00	608 57	.....	796 67	796 67	796 67	.....	360 00	360 00	30 50	.....	.....	183 50
Medina	198 50	199 60	.....	398 10	398 10	398 10	.....	341 64	341 64	.....	.....	.....	49 30
Middleton	280 50	145 28	.....	375 78	375 78	375 78	.....	383 00	383 00	.....	.....	130 00	81 00
Monroese	186 50	308 50	.....	504 30	504 30	504 30	.....	430 08	430 08	.....	.....	81 10	90 00
Monroe	211 50	300 00	.....	511 50	511 50	511 50	.....	374 06	374 06	.....	.....	300 00	118 62
Oregon	129 50	111 78	.....	241 28	241 28	241 28	.....	30 00	30 00	.....	.....	9 00	8 00
Perry	176 50	319 57	.....	496 07	496 07	496 07	.....	585 00	585 00	.....	.....	210 00	64 50
Primrose	224 00	159 36	.....	383 86	383 86	383 86	.....	48 00	48 00	.....	.....	6 00	64 50
Pleasant Spring	219 50	146 24	.....	365 74	365 74	365 74	.....	537 97	537 97	.....	.....	617 57	68 30
Rutland	231 50	140 00	.....	371 65	371 65	371 65	.....	453 42	453 42	.....	.....	30 00	51 38
Roxbury	165 50	251 71	.....	417 21	417 21	417 21	.....	217 38	217 38	.....	.....	33 80	57 90
Springdale	217 56	245 72	.....	463 28	463 28	463 28	.....	644 46	644 46	.....	.....	257 61	108 02
Springfield	489 87	500 00	.....	988 87	988 87	988 87	.....	351 00	351 00	.....	.....	499 70	237 88
Sun Prairie	130 00	65 00	.....	185 00	185 00	185 00	.....	157 00	157 00	.....	.....	108 00	23 00
Vermont	222 50	149 76	.....	373 26	373 26	373 26	.....	761 00	761 00	.....	.....	445 09	103 08
Verona	118 00	69 76	.....	187 76	187 76	187 76	.....	982 48	982 48	.....	.....	.....	269 57
Vienna	176 50	175 00	.....	351 50	351 50	351 50	.....	551 21	551 21	.....	.....	288 08	53 86
Westport	270 48	167 26	.....	497 74	497 74	497 74	.....	239 00	239 00	.....	.....	269 68	144 17
Windsor	191 50	328 00	.....	517 50	517 50	517 50	.....	384 60	384 60	.....	.....	136 78	175 31
York	8,088 47	14,456 28	.....	22,544 65	20,076 52	50 00	1,486 06	664 49	18,663 97	97 02	7,159 39	4,148 08	.....

Dosee—

Ashippun	316 00	198 96	.....	508 96	500 96	8 00	.....	264 91	264 91	5 00	.....	189 00	68 77
Burnett	372 30	865 74	.....	1237 04	945 80	3 60	.....	491 97	491 97	8 60	.....	236 54	250 55
Beaver Dam	280 54	374 72	.....	685 26	605 00	50 00	.....	594 46	594 46	10 00	.....	64 00	77 43
Beaver Dam City	446 00	190 26	.....	735 64	605 00	stated.	.....	9000 00	9000 00	.....	.....	1250 00	175 00
Obester	312 00	188 15	.....	500 15	500 15	.....	.....	720 85	720 85	10 00	.....	184 18	91 00
Calamus	184 00	107 52	.....	291 52	291 52	.....	.....	548 53	548 53	10 00	.....	38 85	104 97
Olyman	294 00	282 40	.....	576 40	576 40	.....	.....	749 78	749 78	.....	.....	590 00	231 75
Elba	289 00	275 36	.....	564 36	564 36	.....	.....	673 00	673 00	.....	.....	145 00	112 26
Emmet	301 50	338 36	.....	639 86	639 86	.....	.....	364 23	364 23	.....	.....	14 83	54 00
Fox Lake	420 50	831 36	.....	707 76	707 76	.....	.....	1287 46	1287 46	10 00	.....	182 00	289 05
Hubbard	478 50	496 96	.....	974 46	974 46	.....	.....	1958 08	1958 08	7 00	.....	2781 75	127 18
Hermann	350 00	320 14	.....	665 38	749 72	.....	.....	40 00	40 00	.....	.....	135 39	31 49

TABLE No. II.—continued.

Names of Councils and Towns.	Amount of Money received from County Treasurer.	Amount of Money received from Town Treasurer.	Amount of Money received from other sources.	Total amount of Money received.	Amount of Money paid for Teachers' Wages.	Amount of Money paid for Libraries.	Amount of Money expended for other purposes.	Amount of Money remaining unexpended.	Amount of Money raised by tax and expended for Teachers' Wages.	Amount of Money raised by tax and expended for Libraries.	Amount of Money raised by tax and expended for School Houses.	Amount of Money raised by tax and expended for other purposes.
Donor—continued												
Hustisford	292 50	334 96	.....	627 46	627 46	.....	.....	.....	904 04	.....	.....	86 63
Lebanon	319 20	294 64	.....	614 14	544 14	.....	.....	.....	77 76	4 26	40 00	44 66
Leroy	197 60	129 88	.....	326 88	326 88	.....	.....	.....	143 58	.....	169 85	50 25
Lomira	348 83	318 08	.....	716 89	716 89	.....	.....	.....	147 72	.....	208 07	62 48
Lowell	399 50	649 92	.....	949 42	949 42	.....	.....	.....	324 92	.....	.....	292 69
Oak Grove	400 00	235 63	.....	635 63	569 06	.....	.....	36 47	723 00	16 00	723 00	119 00
Portland	218 50	244 00	.....	462 50	462 50	.....	.....	.....	293 23	4 26	100 00	182 08
Rubicon	408 60	257 60	.....	664 10	1,172 92	.....	.....	13 76	320 28	5 00	727 80	46 42
Shields	230 50	294 24	.....	524 74	527 00	.....	.....	.....	96 00	.....	.....	66 00
Theresa	673 98	150 00	.....	823 98	860 01	.....	.....	50 89	101 00	.....	290 00	65 87
Trenton	319 50	208 32	.....	527 82	527 82	.....	.....	.....	1,078 80	.....	286 00	355 69
Westford	144 60	168 88	.....	313 38	313 38	.....	.....	.....	507 00	.....	745 80	74 89
Williamstown	345 00	231 04	.....	576 04	560 11	.....	.....	15 93	634 83	.....	896 23	168 75
Waupun Village,....	504 89	1,820 00	.....	2,324 89	1,680 75	.....	20 00	454 14	1,400 00	.....	.....	420 00
	8,849 54	9,114 49	90 38	18,054 64	17,124 36	99 66	770 03	671 19	15,686 42	84 10	9,930 72	3,573 74

TABLE No. II.—continued.

Names of Counties and Towns.	Amount of money received from County Treasurer.	Amount of money received from Town Treasurer.	Amount of money received from other sources.	Total amount of money received.	Amount of money paid for Teachers' wages.	Amount of money paid for Li- braries.	Amount of money expended for other purposes.	Amount of money remaining un- expended.	Amount of money raised by tax and expended for Teachers' wages.	Amount of money raised by tax and expended for District Li- braries.	Am't of money raised by tax and expended on School Houses.	Am't of money raised by tax and expended for other purposes.
Fond du Lac—												
Fond du Lac City ..	*1298 00	668 48	12627 06	14453 53	5,525 40	.....	4,245 19	.....	3,800 00	.....	2,818 00	1,427 19
Auburn	201 00	275 14	385 92	862 06	638 00	.....	81 75	184 42	243 14	.....	61 75	28 72
Ashtab	316 50	195 20	586 02	1,099 72	834 56	.....	20 50	.....	323 86	.....	186 00	20 50
Alto	228 50	136 96	1,056 00	1,420 46	1,134 46	.....	281 00	.....	769 00	5 00	113 00	168 00
Byron	245 92	306 24	734 48	1,291 96	1,083 58	.....	200 06	.....	631 42	3 00	5 00	185 06
Calumet	265 00	176 00	482 75	924 17	766 42	.....	160 75	.....	815 08	5 00	20 00	137 75
Empire	155 60	308 93	678 92	938 35	725 97	.....	88 88	22 99	489 63	.....	19 33	70 00
El Dorado	247 00	452 96	191 06	890 91	941 00	.....	59 96	5 00	182 00	.....	20 00	39 05
Eden	244 00	329 61	803 23	876 84	633 42	.....	168 42	.....	114 81	.....	57 00	78 91
Forest	237 00	151 00	226 10	610 14	581 04	.....	29 10	.....	197 00	.....	.....	29 10
Friendship	118 00	227 44	858 00	703 49	655 49	.....	48 00	.....	310 00	.....	26 00	22 00
Fond du Lac	193 50	270 16	290 71	754 37	728 90	.....	25 47	.....	265 24	.....	14 00	11 47
Lamarine	305 60	272 24	452 76	930 50	770 38	.....	150 09	.....	297 67	5 00	50 00	100 09
Metomen	292 00	187 88	849 68	1,226 64	1,376 96	.....	248 69	.....	897 07	.....	193 75	155 94
Oakfield	349 40	150 00	624 84	1,124 24	934 30	.....	177 94	.....	434 90	.....	60 12	117 82

Osceola.....	170 50	253 02	613 60	1,087 12	787 05	.....	250 07	.....	368 58	.....	171 25	78 83
Marshall.....	867 60	155 84	109 41	582 75	384 00	.....	159 41	.....	.....	.....	145 41	14 00
Rosendale.....	324 62	153 64	1,024 89	1,402 15	989 26	10 00	93 77	.....	612 10	10 00	309 12	108 77
Springvale.....	232 00	155 20	1,173 64	1,659 74	.....	5 00	287 64	.....	984 90	.....	.....	287 64
Taycheedah.....	268 60	288 56	783 55	1,411 61	983 00	15 00	360 75	.....	382 80	15 00	215 00	147 75
Waupun.....	384 50	222 95	1,211 00	1,798 45	1,642 45	.....	186 00	.....	1,055 00	.....	9 00	147 00
Ripon.....	187 00	96 00	2,131 00	2,400 64	1,881 60	.....	340 00	.....	1,881 00	.....	600 00	261 00
Ripon City.....	282 07	170 56	3,447 00	3,911 43	1,856 22	.....	2,547 90	.....	900 60	.....	2,000 00	553 66
†Waupun Village, N.W.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	6,581 41	5,412 99	29,745 61	42,869 77	24,873 80	85 00	10,299 87	695 35	8,776 97	55 00	7,025 73	4,180 24

GRANT—

Beetown.....	243 55	153 10	.....	395 65	395 65	.....	.....	.....	229 81	.....	282 08	47 45
Blue River.....	55 56	.....	.....	55 56	55 56	.....	.....	.....	875 66	.....	53 20	106 34
Boscobel.....	17 20	.....	.....	17 20	17 20	.....	.....	.....	325 00	.....	100 00	178 00
Clifton.....	193 67	116 72	.....	309 89	309 33	.....	.....	10 23	114 12	.....	10 00	59 40
Cassville.....	287 43	88 05	.....	385 43	243 85	.....	.....	.....	68 95	.....	334 65	3 71
Ellenboro.....	166 10	116 16	.....	282 26	282 26	.....	.....	.....	280 00	.....	30 00	19 00
Fennimore.....	247 95	469 75	.....	717 70	717 70	.....	.....	.....	597 00	.....	37 58	68 99
Glen Haven.....	141 60	79 89	.....	141 61	141 61	.....	.....	.....	57 45	20 00	20 00	59 15
Harrison.....	219 03	.....	.....	352 79	362 79	.....	.....	.....	326 28	.....	100 75	66 00
Hickory Grove.....	114 14	76 58	.....	252 48	253 48	.....	.....	.....	252 48	.....	276 00	14 00
Hazel Green.....	491 96	306 58	.....	798 52	798 99	4 53	.....	.....	744 24	.....	1,018 44	272 49
Jamestown.....	274 40	152 16	.....	436 56	426 56	.....	.....	.....	870 44	.....	14 95	36 18
Little Grant.....	101 34	72 29	.....	.....	464 00	.....	.....	.....	454 00	.....	.....	319 31
Lima.....	177 76	127 70	.....	305 46	327 46	.....	.....	.....	653 26	10 00	300 00	.....
Liberty.....	88 69	108 00	.....	196 56	196 56	.....	.....	.....	417 00	.....	.....	50 00
Lancaster.....	894 03	503 25	.....	897 25	897 25	.....	.....	.....	883 00	.....	178 44	276 60
Millville.....	300 86	198 08	.....	498 94	498 94	.....	.....	.....	288 00	3 50	738 45	132 00
Muscola.....	122 10	.....	.....	122 50	122 50	.....	.....	.....	477 00	.....	.....	.....
Marion.....	82 17	.....	.....	82 17	82 17	.....	.....	.....	215 60	.....	.....	13 12
Paris.....	198 38	84 10	.....	212 48	202 08	.....	.....	10 45	265 00	.....	38 90	51 25
Patch Grove.....	163 37	108 08	.....	271 28	271 28	.....	.....	.....	369 98	.....	59 00	118 72

*Including \$250 Normal Fund.

†No Report.

TABLE No. II.—*continued.*

Names of Counties and Towns.	Amount of Money received from County Treasurer.	Amount of Money received from Town Treasurer.	Amount of Money received from other sources.	Total amount of Money received.	Amount of Money paid for Teachers' Wages.	Amount of Money paid for Libraries.	Amount of Money expended for other purposes.	Amount of Money remaining unexpended.	Amount of Money raised by tax and expended for Teachers' Wages.	Amount of Money raised by tax and expended for District Libraries.	Amount of Money raised by tax and expended on School Houses.	Amount of Money raised by tax and expended for other purposes.
GAZAR—continued.												
Platterville	508 16	333 18	.....	840 32	840 32	.....	.....	.....	800 00	.....	2,789 00	350 00
Potosi	512 54	320 96	.....	833 50	448 22	.....	.....	.....	296 30	.....	105 50	279 78
Smelter	225 40	146 88	.....	372 28	372 28	.....	385 93	.....	645 00	.....	254 00	40 87
Tafton	152 45	94 80	.....	247 24	247 24	.....	.....	.....	151 00	.....	26 75	38 00
Wyalusing	109 75	142 84	.....	252 59	240 99	.....	.....	11 60	527 60	.....	209 00	125 50
Waterloo	84 27	61 93	.....	146 20	146 20	.....	.....	.....	104 00	.....	.....	.....
Watertown	68 60	44 48	.....	133 83	132 83	.....	.....	.....	435 00	.....	.....	.....
Wingville	263 77	111 08	.....	374 25	344 68	.....	.....	.....	.....	.....	.....	110 00
	5,944 63	4,095 53	.....	9,923 06	9,916 91	4 53	365 28	33 28	10,196 57	38 50	6,911 64	2,879 46
GLAZIER—												
Albany	256 00	155 52	.....	.....	410 27	.....	.....	1 26	716 64	.....	20 00	101 00
Adams	924 62	.....	.....	.....	387 05	.....	.....	.....	162 43	.....	5 00	9 50
Brooklyn	318 90	50 00	.....	.....	695 60	.....	.....	.....	.....	.....	.....	.....
Cladish	206 50	142 40	.....	.....	631 90	.....	.....	.....	285 00	.....	200 00	29 40
Clarno	517 24	76 61	.....	.....	955 58	.....	.....	.....	593 85	.....	380 00	153 73

Decatur.....	288 95	188 47	.....	.....	796 00	.....	.....	796 00	.....	842 31	301 17
Exeter.....	190 50	118 60	.....	.....	608 76	.....	.....	287 75	.....	187 74	123 20
Jordan.....	182 00	112 96	.....	.....	412 31	.....	45 67	138 16	.....	4 40	34 73
Jofferson.....	278 00	178 88	.....	.....	817 50	.....	.....	365 51	.....	.....	235 43
Monroe.....	582 00	294 00	.....	.....	2,869 00	.....	.....	1,993 00	.....	900 00	356 00
Mt. Pleasant.....	405 58	400 00	.....	.....	1,008 83	.....	.....	248 25	.....	260 88	112 84
New Glarus.....	152 64	181 64	.....	.....	490 14	.....	.....	158 00	1 50	369 64	5 16
Sylvester.....	246 00	150 00	.....	.....	1,152 48	.....	.....	660 15	.....	.....	98 75
Spring Grove.....	288 20	184 68	.....	.....	923 00	.....	.....	.....	.....	.....	96 43
Washington.....	157 00	398 24	.....	.....	796 00	.....	95 48	70 00	.....	69 68	67 06
York.....	116 50	72 95	.....	.....	379 82	.....	.....	90 87	.....	705 00	21 50
	4,344 63	2,669 95	.....	.....	13,244 83	.....	143 80	6,540 11	1 50	3,944 26	1,640 89

GREEN LAKE—

Berlin City.....	350 00	219 00	2,975 00	3,544 00	1,540 00	.....	.....	.....	.....	851 00	224 00
Berlin (town).....	215 00	125 00	.....	840 00	300 00	7 76	.....	.....	.....	852 85	118 50
Brooklyn.....	306 00	.....	.....	.....	.....	.....	.....	.....	.....	460 41	154 00
Dayton.....	234 07	.....	.....	.....	234 07	.....	6 05	.....	.....	16 09	60 20
Forsyth.....	.....	.....	35 08	384 07	50 00	.....	.....	.....	.....	.....	.....
Green Lake.....	232 00	186 77	.....	868 77	867 77	.....	148 62	592 19	.....	91 66	148 62
Kingston.....	106 50	66 63	28 75	302 38	202 38	.....	.....	202 38	.....	.....	.....
Kingston Village.....	46 27	74 00	.....	190 27	181 25	.....	30 00	50 00	.....	10 00	14 00
Markesan Village.....	.....	.....	.....	109 94	480 00	30 00	30 00	480 00	.....	11 00	.....
Mackford.....	193 50	125 01	30 70	339 21	Not rep.	.....	.....	.....	.....	.....	.....
Manchester.....	202 00	196 65	.....	328 66	328 65	.....	1 50	376 21	.....	87 07	68 68
Marquette.....	75 00	65 61	14 00	154 61	134 61	.....	.....	191 55	.....	28 00	38 25
Princeton.....	486 28	50 00	.....	486 23	433 96	52 27	.....	440 23	15 00	368 25	48 14
St. Marie.....	111 60	74 74	.....	186 24	186 24	.....	.....	124 00	.....	28 71	21 20
Seneca.....	203 05	.....	.....	203 05	203 05	.....	.....	242 00	.....	108 26	31 67
	2,711 12	1,063 41	3,073 58	6,862 50	6,633 98	90 03	216 17	32 24	6,161 08	1,914 44	927 16

IOWA—

Arena.....	214 00	318 97	.....	529 12	526 12	.....	8 00	.....	.....	.....	399 83
Clyde.....	123 00	202 00	53 60	378 60	326 00	.....	68 60	.....	.....	6 60	72 00
Dodgeville.....	697 00	446 22	.....	1,143 22	1,143 22	.....	.....	1,381 76	.....	428 57	331 39

TABLE No. II.—Continued.

Names of Counties and Towns.	Amount of Money received from County Treasurer.	Amount of Money received from Town Treasurer.	Amount of Money received from other sources.	Total amount of Money received.	Amount of Money paid for Teachers' Wages.	Amount of Money paid for Liabilities.	Amount of Money expended for other purposes.	Amount of Money remaining unexpended.	Amount of Money raised by tax on Teachers' Wages.	Amount of Money raised by tax on Liabilities.	Amount of Money raised by tax and expended on Sch'l Houses.	Amount of Money raised by tax and expended for other purposes.
Iowa—continued.												
Highland	434 50	264 20	.....	698 70	659 00	.....	.....	38 80	915 00	.....	192 00	55 50
Linden	831 00	233 25	.....	564 25	564 25	.....	.....	.....	515 30	.....	869 69	125 00
Mineral Point .....	.....	.....	.....	519 13	519 13	.....	.....	3 00	521 05	.....	345 50	69 25
Mineral Point City	614 50	1704 98	120 39	2439 82	90 00	.....	965 67	574 15	900 00	.....	637 87	327 80
Miffin	238 00	144 65	.....	382 65	.....	.....	.....	.....	211 35	.....	.....	99 25
Moscow	158 28	76 83	.....	235 11	284 20	.....	116 00	44 25	75 08	15 00	180 00	116 00
Pulaski	192 00	86 10	.....	278 00	278 00	.....	.....	.....	500 00	.....	768 85	138 15
Ridgeway	398 50	216 84	.....	615 34	618 68	.....	.....	1 65	461 25	.....	41 92	62 00
Waldwick	198 96	142 60	.....	371 55	441 25	.....	.....	48 86	.....	.....	.....	.....
Wyoming	143 00	300 00	.....	443 00	443 00	.....	.....	.....	110 00	.....	25 00	15 00
	3,672 73	4,131 49	173 99	8,598 49	7,029 51	.....	1,188 27	710 71	6,421 91	15 00	3,421 00	1,810 17
JACKSON—												
Albion	175 90	280 20	.....	467 60	336 05	.....	20 24	111 21	.....	10 00	.....	20 34
Alma	93 10	227 27	.....	320 37	300 00	.....	20 17	.....	.....	.....	269 00	.....

TABLE No. II.—continued.

Names of Counties and Towns.	Amount of Money received from County Treasurer.	Amount of Money received from Town Treasurer.	Amount of Money received from other sources.	Total amount of Money received.	Amount of Money paid for Teachers' Wages.	Amount of Money paid for Liabilities.	Amount of Money expended for other purposes.	Amount of Money remaining unexpended.	Amount of Money raised by tax and expended for Teachers' Wages.	Amount of Money raised by tax and expended for District Liabilities.	Amount of Money raised by tax and expended on Rich's Houses.	Amount of Money raised by tax and expended for other purposes.
LA POINTE—												
Bayfield	83 50	878 59	.....	907 49	477 89	9 00	142 50	264 20	477 89	9 00	80 00	49 50
LA FAYETTE—												
Argyle	220 00	114 88	.....	334 88	989 38	.....	331 15	34 20	114 88	.....	322 15	9 00
Balmain	94 00	108 13	.....	257 13	267 13	.....	370 96	.....	474 39	.....	370 96	114 90
Benton	447 00	942 90	.....	689 90	689 90	.....	408 09	.....	295 00	.....	173 94	235 00
Center	339 00	147 90	.....	486 90	751 57	.....	318 45	320 47	751 57	.....	224 45	171 00
Elk Grove	457 27	101 50	.....	558 77	410 40	.....	517 45	101 50	410 40	.....	500 95	16 50
Fayette	211 00	767 15	.....	978 15	897 00	.....	668 84	121 15	95 00	.....	428 63	59 71
Gratiot	199 50	180 63	.....	329 93	317 15	.....	154 09	12 78	381 33	.....	30 00	124 08
Kendall	221 50	191 50	.....	413 00	413 00	.....	253 21	.....	502 36	.....	78 55	174 66
Monticello	99 00	48 60	.....	147 60	147 60	.....	746 00	289 98	140 02	.....	644 00	102 00
New Digging	889 00	186 66	.....	576 66	576 66	.....	.....	.....	.....	.....	.....	.....
Shallburg	442 00	317 91	.....	759 91	757 91	.....	778 00	.....	639 94	.....	615 00	158 00
Wayne	941 15	133 00	.....	363 13	363 13	.....	636 00	.....	296 00	.....	600 00	36 06

White Oak Springs.....	110 50	88 93	.....	197 43	452 63	.....	70 50	.....	83 64	.....	345 00	70 50
Willow Springs.....	180 00	97 53	.....	377 53	393 00	.....	133 34	20 34	50 00	.....	340 00	116 60
Winds.....	324 00	184 81	.....	508 81	492 74	.....	607 27	16 11	487 93	.....	578 81	28 96
	3,974 89	2,905 33	.....	6,379 62	7,168 13	.....	5,903 84	807 53	4,718 96	.....	5,211 24	1,416 81
MANITOWOC—												
Buchanan.....	198 00	169 99	.....	367 99	357 99	.....	.....	.....	160 09	2 00	20 35	19 51
Cato.....	242 00	294 58	40 00	576 58	511 01	.....	.....	25 57	502 00	.....	67 43	28 75
Centerville.....	213 00	615 33	.....	898 83	513 00	.....	.....	816 38	66 00	.....	81 10	.....
Coopersdown.....	212 50	117 60	.....	330 60	330 10	.....	.....	.....	158 00	.....	126 00	4 50
Franklin.....	193 00	177 45	.....	370 45	370 45	.....	.....	.....	590 00	.....	817 97	.....
Gibson.....	144 00	21 60	196 67	362 27	363 27	.....	.....	.....	371 00	.....	202 00	83 43
Kossuth.....	269 00	319 25	.....	688 25	688 25	.....	.....	.....	698 25	.....	60 00	101 49
Manitowoc.....	628 00	216 00	.....	814 00	798 00	46 00	.....	.....	3350 00	76 06	376 68	68 00
Manitowoc Rapids.....	222 50	187 94	.....	450 50	400 00	.....	32 83	47 59	536 00	.....	2925 00	71 63
Maple Grove.....	226 23	48 03	.....	274 96	236 28	.....	.....	46 03	265 50	.....	173 00	.....
Meeme.....	195 50	175 03	.....	370 53	370 53	.....	.....	.....	284 79	.....	540 29	48 91
Mishicot.....	313 52	150 27	.....	463 79	468 79	.....	.....	.....	678 75	.....	32 25	.....
Newton.....	222 50	116 44	.....	396 94	396 94	.....	.....	.....	394 72	.....	23 00	49 39
Rockland.....	94 00	.....	.....	94 00	94 00	.....	.....	.....	149 00	.....	300 00	.....
Rowley.....	89 00	.....	.....	89 00	89 00	.....	.....	.....	336 00	51 00	67 00	43 00
Schleswig.....	829 73	258 63	.....	1087 76	910 00	.....	.....	177 76	940 92	.....	106 65	128 92
Two Rivers.....	4,432 46	2,868 15	236 67	7,526 66	6,832 57	46 00	32 35	615 28	9,969 02	129 06	2,675 47	683 78
MARATHON—												
Wausau.....	187 74	1660 35	.....	1718 09	600 00	.....	439 37	679 73	556 78	.....	1265 00	129 09
Medison.....	43 76	123 13	.....	166 84	136 0	.....	.....	30 90	.....	.....	.....	76 00
Weston.....	.....	65 00	.....	66 00	45 00	.....	.....	20 00	.....	.....	.....	.....
Knowlton.....	19 50	11 00	.....	28 50	11 00	.....	.....	12 50	130 70	.....	67 30	25 00
Jenny.....	22 00	168 48	.....	169 48	169 22	.....	.....	11 26	175 00	.....	5 00	490 00
Texas.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Berlin.....	.....	781 00	.....	761 60	262 00	.....	.....	.....	75 00	6 00	539 00	13 00
Marathon.....	.....	31 25	.....	31 25	23 90	.....	2 01	6 94	88 00	.....	.....	.....

TABLE No. II—continued.

Names of Counties and Towns.	Amount of money received from County Treasurer.	Amount of money received from Town Treasurer.	Amount of money received from other sources.	Total amount of money received.	Amount of money paid for Teachers' wages.	Amount of money paid for Liabilities.	Amount of money expended for other purposes.	Amount of money remaining unexpended.	Amount of money raised by tax and expended for Teachers' wages.	Amount of money raised by tax and expended for District Liabilities.	Am't of money raised by tax and expended on School Houses.	Amount of money raised by tax and expended for other purposes.
MARATHON—continued.												
Stettin	216 04	2,750 21	.....	2,966 20	60 00	.....	86 14	126 00	1 25	.....	150 00	642 09
MARQUETTE—												
Newton	119 00	170 00	.....	989 00	272 42	.....	.....	18 00	363 00	.....	67 00	.....
Montello	149 00	87 80	.....	2 680	205 00	.....	55 96	30 80	411 57	.....	984 08	32 95
Shields	115 50	71 04	.....	186 64	185 44	1 00	.....	10	175 30	5 00	10 00	24 00
Mecan	90 50	51 19	.....	141 69	137 94	3 76	.....	.....	25 50	3 75	.....	.....
Crystal Lake	37 15	.....	.....	136 65	136 61	.....	3 86	03	446 10	.....	.....	.....
Harris	141 88	43 07	.....	184 95	184 95	.....	.....	.....	198 00	.....	10 00	30 00
Oxford	152 50	83 84	.....	236 34	236 34	.....	26 86	.....	163 00	8 00	3 15	18 00
Newbore	82 50	30 40	.....	.....	191 00	.....	15 60	202 04	191 00	.....	.....	.....
Westfield .....	.....	.....	.....	396 49	194 00	.....	.....	13 30	250 86	.....	252 50	.....
Douglas	119 50	221 61	.....	340 11	306 00	26 30	27 00	16 26	486 87	.....	61 51	40 12
Buffalo	165 00	92 64	.....	257 64	241 23	.....	29 00	.....	.....	.....	.....	.....

Springfield.....	54 00	38 92	87 92	87 92	170 00	21 37	9 00
Moundville.....	79 00	97 75	176 75	176 75	20 00	43 00	17 19
Packwaukee.....	130 00	68 80	198 80	198 80	212 00	.....	51 70
	1,434 53	1,062 06	2,952 98	2,754 40	3,066 10	1,451 61	292 89
MILWAUKEE--							
Franklin.....	886 50	628 18	866 68	832 83	192 00	71 70	.....
Greenfield.....	492 50	635 40	1127 90	1127 90	187 80	116 83	137 92
Wauwatosa.....	539 01	859 18	886 19	2011 00	362 83	1341 30	243 23
Granville.....	530 50	543 48	1092 98	1092 98	97 62	265 00	137 05
Lake.....	398 00	537 53	935 53	870 39	65 14	161 84	82 55
Oak Creek.....	438 00	692 76	1130 76	1130 76	186 00	150 00	122 21
Milwaukee.....	468 00	318 24	786 24	771 24	15 00	811 63	219 02
Milwaukee City.....	7016 28	12013 53	19098 76	25000 00	13329 83	.....	.....
	10210 74	15636 80	30687 04	32857 10	387 14	391 81	941 97
MONTGOMERY--							
Sparta.....	280 00	2465 96	2745 96	667 77	1091 72	2100 00	101 00
Clifton.....	49 59	50 00	99 59	76 00	76 00	.....	.....
La Fayette.....	50 00	446 88	496 88	270 70	300 00	14 25	800 00
Leon.....	101 00	.....	.....	101 00	525 00	175 15	29 00
Tomah.....	71 00	.....	.....	71 00	486 25	814 10	34 00
Wilton.....	70 50	178 88	.....	248 88	248 88	.....	.....
Jefferson.....	.....	.....	.....	.....	20 00	4 00	7 50
Angelo.....	72 50	108 68	181 13	582 80	257 96	8 00	21 25
Adrian.....	68 00	.....	68 00	.....	525 00	5 00	46 00
Glendale.....	42 50	187 18	229 68	178 63	166 00	30 00	54 00
Eaton.....	13 50	.....	13 50	114 00	231 00	.....	.....
Sheldon.....	.....	.....	312 88	277 86	114 00	.....	.....
Little Falls.....	64 50	29 64	94 14	94 14	277 86	.....	.....
Portland.....	.....	.....	48 41	45 41	239 35	25 00	14 00
Wellington.....	42 00	286 75	278 75	123 85	98 65	10 00	172 91
Greenfield.....	120 00	468 69	569 04	666 00	185 22	100 00	14 50
Ridgeville.....	139 50	164 86	204 86	484 62	681 78	252 73	71 00
					52 55	279 87	55 17

*This includes the money raised by tax for all school purposes.

TABLE No. II.—continued.

Ranges of Counties and Towns.	Amount of Money received from County Treasurer.	Amount of Money received from Town Treasurer.	Amount of Money received from other sources.	Total amount of Money received.	Amount of Money paid for Li-braries.	Amount of Money expended for other purposes.	Amount of money remaining un-expended.	Amount of Money raised by tax and expended for Teachers' Wages.	Amount of Money raised by tax and expended for District Li-braries.	Amount of Money raised by tax and expended on Sch'l Houses.	Amount of money raised by tax and expended for other purposes
Monroe—continued.											
Le Roy.....	37 50	170 00	.....	207 50	.....	868 57	3,565 05	6,496 17	.....	8,318 10	930 00
	1,932 08	4,496 97	.....	5,639 37	3,817 76	.....	.....	.....	.....	.....	.....
Oconto—											
Oconto.....	144 89	.....	.....	948 15	823 96	74 70	.....	451 00	.....	69 00	91 00
Siles.....	62 50	433 70	.....	496 20	477 43	17 78	.....	125 00	.....	150 00	17 78
Peshigo.....	174 49	165 44	.....	889 80	414 00	277 50	41 84	.....	.....	262 00	15 50
Pensaukee.....	54 00	54 49	.....	109 49	105 49	3 00	.....	275 00	.....	.....	10 00
Oconto Village.....	111 50	593 82	.....	704 82	704 82	166 00	.....	423 00	.....	600 00	56 00
Stamico.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Marquette.....	246 00	811 35	.....	1,057 00	892 89	27 89	10 28	550 00	.....	.....	32 89
	758 48	2,057 80	.....	3,656 46	2,918 58	566 87	52 12	2,273 00	.....	1,072 00	223 17
Ozaukee—											
Belgium.....	320 50	438 87	.....	959 37	948 00	.....	39 37	28 00	.....	29 00	48 00
Cedarburg.....	628 50	300 00	.....	928 50	1,250 00	.....	.....	.....	.....	5 00	65 00

Fredonia.....	393 00	395 57	.....	788 57	880 00	.....	.....	64 29	28 93	.....	575 00	52 03
Grafton.....	387 00	930 80	.....	607 00	607 80	10 00	.....	.....	268 41	10 00	.....	67 12
Mequa.....	1,197 73	1,711 88	.....	2,849 80	2,803 00	96 34	210 51	465 26	25 00	.....	30 00	300 93
Port Washington.....	495 59	506 53	.....	1,009 15	937 43	.....	.....	64 72	184 60	.....	.....	1012 62
Sanville.....	342 50	441 09	.....	783 59	1,310 00	7 50	.....	.....	.....	7 50	264 47	3 00
	3,904 73	4,014 86	.....	7,919 58	8,716 23	113 84	210 51	631 56	534 94	17 50	903 47	1,519 60

OTTAWA COUNTY—

Appleton City.....	312 00	.....	.....	312 00	312 00	.....	.....	.....	550 00	.....	1887 50	157 00
Bovina.....	36 38	.....	.....	36 38	26 38	.....	.....	.....	271 91	.....	13 00	54 51
Buchanan.....	55 50	.....	.....	55 50	54 50	1 00	.....	.....	312 00	.....	88 00	17 06
Center.....	65 50	176 63	.....	245 18	374 83	.....	.....	.....	291 00	20 00	532 00	40 26
Dale.....	106 00	111 00	.....	227 33	227 33	.....	.....	.....	197 48	.....	25 00	18 50
Ellington.....	118 50	81 00	.....	199 50	199 50	.....	.....	.....	877 45	.....	30 88	17 96
Embarras.....	42 00	110 86	.....	153 36	153 36	.....	.....	.....	224 64	.....	225 00	39 50
Freedom.....	132 00	100 92	.....	229 92	229 92	.....	40 19	.....	188 85	.....	29 00	11 15
Grand Olets.....	140 00	61 86	.....	201 86	677 71	.....	263 79	.....	677 71	.....	212 56	25 16
Greenville.....	180 50	163 00	.....	842 98	842 98	.....	.....	63 87	573 41	10 00	72 39	75 60
Hortonville.....	123 50	.....	.....	123 50	123 50	.....	.....	.....	540 00	.....	13 00	15 90
Kaakana.....	171 50	358 03	.....	589 53	613 00	8 00	.....	.....	324 72	8 00	.....	21 75
Liberty.....	31 00	.....	.....	31 00	31 00	.....	96 00	.....	391 00	.....	667 57	111 99
Osborn.....	9 00	5 63	.....	14 63	12 00	.....	.....	.....	51 99	.....	90 00	5 00
	1,519 86	1,167 68	.....	2,694 23	3,580 06	9 00	307 94	63 87	4,773 16	38 00	3,334 90	611 22

PERRY—

Albany.....	16 00	64 96	22 00	118 96	84 96	.....	2 00	34 00	20 00	.....	2 00	.....
Bear Creek.....	60 75	49 00	1000 00	1109 75	296 00	.....	140 00	75 00	.....	.....	600 00	25 00
Frankfort.....	55 86	.....	69 00	124 96	101 86	.....	23 00	.....	46 00	.....	23 00	.....
Lima.....	.....	.....	807 00	807 00	110 00	.....	94 00	.....	110 00	.....	.....	.....
Pepin.....	185 97	307 83	251 38	619 13	848 33	.....	56 81	14 39	166 33	.....	26 00	30 31
Stockholm.....	49 00	862 00	.....	411 00	108 00	.....	303 00	.....	.....	.....	395 00	11 00
Waukeek.....	32 84	90 00	680 80	902 00	315 00	.....	.....	.....	295 00	.....	322 88	7 00
	399 92	878 76	2,830 13	4,034 60	1,664 15	.....	618 31	123 85	636 83	.....	1,264 58	73 31

TABLE No. II.—Continued.

Names of Counties and Towns.	Amount of Money received from County Treasurer.	Amount of Money received from Town Treasurer.	Amount of Money received from other sources.	Total amount of Money received.	Amount of Money paid for Teachers' Wages.	Amount of Money paid for Liabilities.	Amount of Money expended for other purposes.	Amount of Money remaining unexpended.	Amount of Money raised by tax and expended for Teachers' Wages.	Amount of Money raised by tax and expended for District Liabilities.	Amount of Money raised by tax and expended on School Houses.	Amount of Money raised by tax and expended for other purposes.
TOWNS—												
Prescott City	372 82	1100 00	.....	1472 82	1182 00	.....	80 51	.....	1182 00	.....	1498 00	80 51
Clifton	57 00	45 04	.....	102 04	105 54	.....	.....	.....	273 00	.....	504 00	93 00
Marshall	61 00	91 53	.....	152 53	99 65	.....	52 98	.....	192 88	.....	870 00	.....
Oak Grove	38 00	25 00	.....	63 00	73 00	.....	.....	.....	125 00	.....	.....	.....
Trimble	47 00	24 18	.....	71 18	48 04	.....	.....	.....	340 90	.....	100 00	17 00
Perry	22 00	47 00	.....	69 00	69 00	.....	.....	.....	173 00	.....	48 00	10 00
El Paso .....	.....	124 64	.....	124 64	36 00	.....	.....	21 64	36 00	.....	67 00	.....
Diamond Bluff	51 28	9 32	.....	60 60	51 28	.....	.....	.....	74 00	.....	600 00	6 00
Trenton	16 00	80 00	.....	96 00	152 00	.....	10 00	13 81	152 00	.....	.....	12 00
Hartland	18 50	18 23	.....	36 73	211 50	.....	.....	.....	75 00	.....	.....	.....
Pleasant Valley	47 00	519 06	.....	566 06	400 00	.....	.....	119 00	.....	.....	.....	.....
Isabelle	21 50	.....	.....	21 50	50 00	.....	804 78	.....	150 00	.....	24 00	11 23
River Falls	116 00	9 00	.....	125 00	.....	.....	.....	.....	461 00	.....	395 00	41 60
	862 10	2,093 11	.....	2,957 79	2,448 01	.....	448 22	184 45	3,232 78	.....	4,506 00	271 23

POIR--														POIR--													
Alden	96 50	122 24	.....	148 74	146 19	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Farmington	80 00	109 90	.....	139 90	84 90	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Ossola	76 00	762 50	.....	888 50	363 67	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
St. Croix Falls	53 50	329 57	.....	383 07	318 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Sterling * .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	196 00	1,844 21	.....	1,530 21	982 76	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
POTTER--														POTTER--													
Amherst	64 00	62 82	.....	126 82	126 82	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Almond	72 50	47 68	.....	120 18	120 18	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Belmont	94 00	102 00	.....	196 00	196 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Buena Vista	104 32	13 68	.....	118 00	118 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Eau Claire	30 32	.....	.....	30 32	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Hull .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Lanark	55 00	91 95	.....	146 95	146 95	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Linwood	15 50	131 25	.....	146 75	182 25	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
New Hope	76 50	107 27	.....	188 77	193 77	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Plover	166 50	72 81	.....	939 81	239 81	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Pine Grove	64 00	11 50	.....	87 00	67 81	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Stockton	105 00	36 00	.....	141 00	141 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Sharon	87 00	88 19	.....	175 19	212 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
*Stevens Point .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Stevens Point City	194 00	142 76	.....	386 76	386 76	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	1,128 64	906 91	.....	2,048 05	2,050 65	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
RACINE--														RACINE--													
Racine City	4624 44	9000 00	2403 63	14,520 27	8824 41	615 14	1840 07	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Yorkville	269 00	466 22	.....	725 22	725 22	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Caledonia	335 50	617 40	.....	952 90	21,929 50	28 87	705 94	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Mt. Pleasant	654 07	631 00	.....	1985 07	1182 04	61 08	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Burlington	431 50	.....	.....	.....	431 50	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Watford	311 00	193 90	.....	503 90	503 90	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Rochester	188 00	144 37	.....	332 37	332 37	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

* No Report received.

TABLE No. II.—continued.

Names of Counties and Towns.	Amount of Money received from County Treasurer.	Amount of Money received from Town Treasurer.	Amount of Money received from other sources.	Total amount of Money received.	Amount of Money paid for Teachers' Wages.	Amount of Money paid for Libraries.	Amount of Money expended for other purposes.	Amount of Money remaining unexpended.	Amount of Money raised by tax and expended for Teachers' Wages.	Amount of Money raised by tax and expended for District Libraries.	Amount of Money raised by tax and expended on School Houses.	Amount of Money raised by tax and expended for other purposes.
RANDOLPH—continued.												
Raymond.....	238 50	400 00	205 94	844 44	.....	.....	.....	.....	504 28	10 00	46 07	107 84
Norway.....	186 08	327 89	.....	513 97	613 89	.....	.....	.....	37 75	.....	.....	76 23
Dover.....	238 00	378 08	.....	616 08	616 08	.....	.....	.....	166 18	.....	30 96	96 00
	7,866 01	12,157 36	2,619 77	30,633 14	13,008 41	709 04	2,546 01	8 80	11,556 21	1,641 14	3,392 01	2,166 30
RICHMOND—												
Akan.....	40 40	50 00	.....	90 40	90 40	.....	.....	.....	147 00	.....	150 00	1 00
Bloom.....	122 00	138 44	.....	260 44	260 44	.....	.....	.....	260 44	.....	223 39	60 00
Buena Vista.....	196 00	.....	.....	240 25	240 25	.....	.....	.....	740 00	.....	120 00	293 00
Dayton.....	164 58	64 88	.....	249 41	425 97	.....	45 23	36 16	169 00	.....	219 45	45 23
Eagle.....	169 10	80 00	.....	249 10	.....	10 00	66 33	.....	36 00	10 00	.....	66 33
Forest.....	89 85	257 68	.....	457 53	450 20	.....	50 00	6 83	415 83	.....	216 00	33 18
Henrietta.....	97 75	118 64	.....	216 39	216 39	.....	.....	.....	183 50	.....	7 00	7 48
Itasca.....	191 76	100 00	.....	291 75	568 32	.....	377 35	289 80	350 00	.....	496 10	130 90
Marshall.....	133 24	110 44	.....	243 68	243 08	.....	.....	.....	170 32	.....	307 00	18 00

Richwood.....	186 45	118 58	304 98	305 98				145 87	267 64	194 00	91 80
Richmond.....	144 80	25 00	169 80	169 80					96 00		81 90
Rockbridge.....	190 45	31 60	152 05	152 05					481 45	97 12	17 50
Richland.....	199 20	100 00	299 20	299 20					497 63	611 88	75 00
Sylvan.....	100 85	.....	.....	.....					172 00	280 00	50 00
Willow.....	83 53	189 00	271 53	271 53					266 03	10 00	.....
Wentford.....	99 85	302 03	401 88	380 41				81 47	207 00	98 00	123 60
	2,143 74	1,756 24	3,663 13	4,397 69	10 00	588 91	499 03	4,363 84	20 00	3,036 03	1,023 39
Rock--											
Avon.....	195 02	484 89	690 00	690 00			10 00	140 40	42 40	497 63	146 30
Bredford.....	199 43	283 60	433 03	453 08				379 69	15 00	90 00	268 86
Beloit.....	187 63	153 86	341 49	341 49				620 50		29 79	152 70
Clinton.....	300 86	363 54	654 40	654 40				456 69			213 78
Cedar.....	199 22	217 14	417 06	417 06				1011 26		430 00	398 46
Fulton.....	323 23	300 64	632 26	632 26				736 18		390 00	201 13
Harmony.....	125 09	341 46	556 56	516 63	45 92			699 56		16 12	134 00
Janeville.....	169 54	290 60	390 14	390 14				830 79			157 24
Johnstown.....	227 26	170 00	666 95	1185 89		387 89	172 44	422 95		18 48	142 03
La Prairie.....	162 70	206 14	368 84	368 84				481 89			81 00
Lima.....	304 83	198 86	393 67	393 67				697 60		265 00	170 21
Magnolia.....	220 50	149 80	370 30	370 30				715 80		70 00	66 00
Milton.....	285 98	247 46	543 44	414 49	11 75	6 16	101 10	473 27	14 00	325 46	163 69
Newark.....	216 08	156 56	372 64	372 64				588 57	7 50	35 42	98 30
Porter.....	266 07	200 00	642 51	642 51				483 36		803 00	209 94
Plymouth.....	223 44	163 17	385 61	345 61				790 00		60 00	83 00
Spring Valley.....	379 86	300 00	710 86	697 79			13 07	315 00		400 38	300 28
Rock.....	292 68	205 07	459 68	459 68				1180 99			161 88
Turtle.....	267 74	274 96	532 70	489 17			43 56	2567 73	10 00		814 60
Union.....	303 80	268 22	586 02	586 02				690 00		77 75	157 39
Beloit City.....	647 65	727 73	1376 48	1376 48				38 00			2028 95
Janeville City.....	1844 00	1900 00	9259 85	7872 65		2959 20		4442 80		309 00	1757 20
	7,162 40	6,634 10	21,343 48	19,689 26	57 67	2,203 25	240 17	12,741 86	26 80	3,217 96	7,225 84
SAV--											
Spring Green.....	162 50	532 86	695 26	695 96				39 60	25 00	211 00	46 00

TABLE No. II.—continued.

Names of Counties and Towns.	Amount of money received from County Treasurer.	Amount of money received from Town Treasurer.	Amount of money received from other sources.	Total amount of money received.	Amount of money paid for Teachers' wages.	Amount of money paid for Liab- ilities.	Amount of money expended for other purposes.	Amount of money remaining un- expended.	Amount of money raised by tax and expended for Teachers' wages.	Amount of money raised by tax and expended for District Li- abilities.	Am't of money raised by tax and expended on School Houses.	Am't of money raised by tax and expended for other purposes.
SAUK.—continued.												
Troy	147 00	479 37	.....	626 37	577 88	.....	.....	48 54	282 49	32 00	621 50	72 70
Prairie du Sac	293 50	508 08	.....	796 58	746 53	50 00	.....	.....	609 55	13 00	507 59	235 50
Bear Creek .....	.....	.....	.....	.....	.....	.....	.....	.....	533 91	.....	.....	84 25
Franklin	104 00	138 28	88 75	325 03	325 03	.....	.....	.....	139 28	.....	245 35	57 25
Honey Creek	186 50	277 68	.....	464 13	460 13	.....	.....	.....	236 78	10 33	214 83	42 96
Kingdon	173 50	391 60	.....	565 10	557 10	4 00	.....	8 00	433 30	41 91	269 16	60 13
Merrima	136 00	264 19	19 43	419 62	414 62	.....	.....	.....	302 87	.....	.....	157 97
Washington	218 50	257 34	.....	475 84	475 84	6 00	.....	.....	360 78	.....	45 10	92 70
Westfield	126 00	361 31	.....	487 31	487 31	.....	.....	.....	272 00	.....	.....	37 00
Freedom	138 24	230 93	.....	359 17	268 97	.....	47 56	42 64	234 00	.....	10 00	98 31
Baraboo	895 50	681 42	.....	1046 92	1046 92	.....	.....	.....	650 41	.....	843 94	52 20
Greenfield	195 00	132 49	.....	257 49	257 49	.....	.....	.....	311 82	.....	.....	53 60
Ironton .....	.....	.....	.....	.....	.....	.....	.....	.....	512 09	.....	6 45	52 49
Roadsburg	242 50	431 84	.....	674 34	673 59	.....	.....	45	905 74	.....	.....	196 25
Excelsior	180 00	143 00	.....	323 00	263 48	.....	.....	8 52	513 00	.....	19 34	43 40
Fairfield	123 00	132 26	.....	254 26	254 26	.....	.....	.....	384 96	.....	250 00	82 41

Woodland.....	80 00	86 88	176 13	343 01	280 01	.....	.....	68	125 00	.....	125 00	36 00
Merton.....	237 50	150 43	492 12	880 05	585 61	.....	8 75	305 69	463 89	.....	114 07	33 24
Winfield.....	106 00	199 22	.....	305 22	805 10	.....	.....	12	265 51	.....	37 00	41 52
Dellona.....	105 50	104 98	.....	210 43	210 43	.....	.....	.....	358 56	.....	33 24	25 80
New Buffalo.....	176 50	271 58	.....	448 08	448 08	.....	.....	.....	545 11	.....	25 00	80 42
	3405 24	5739 59	770 43	9906 26	9813 89	59 00	66 31	414 59	8474 73	122 24	3067 07	1651 58
SHAWANO—												
Shawano.....	11 50	8 50	.....	.....	250 00	.....	155 26	.....	.....	.....	.....	.....
Richmond.....	11 50	23 50	.....	.....	250 00	.....	130 36	.....	.....	.....	.....	.....
Belle Plain.....	27 00	50 00	.....	.....	277 50	.....	947 50	.....	.....	.....	.....	.....
	50 00	82 00	.....	.....	777 50	.....	1933 12	.....	.....	.....	.....	.....
SHEBOYGAN—												
Abbott.....	308 00	277 00	180 70	765 70	660 00	.....	105 70	.....	353 00	.....	83 00	22 70
Greenbush.....	293 50	163 00	444 11	900 61	783 50	.....	113 55	.....	490 00	3 56	62 63	50 98
Hermann.....	317 00	290 00	293 84	900 84	793 00	.....	107 84	.....	476 00	6 00	45 15	56 69
Holland.....	404 00	671 88	360 18	1436 06	1211 00	10 50	179 91	34 65	807 00	.....	77 37	102 54
Lima.....	357 00	419 00	399 83	1175 83	1050 00	.....	115 83	.....	703 00	.....	115 83	.....
Lyndon.....	299 00	192 00	778 84	1267 64	1079 54	.....	188 17	.....	780 54	.....	68 00	120 10
Mitchell.....	189 50	351 29	240 88	781 17	753 19	.....	27 98	.....	563 69	.....	9 88	18 60
Mosel.....	181 00	354 02	43 63	577 65	504 27	.....	42 63	80 75	393 27	.....	25 86	16 76
Plymouth.....	369 50	226 00	672 11	1287 61	1189 45	.....	78 16	.....	819 95	.....	19 00	59 16
Rhine.....	205 50	120 69	357 92	684 11	492 03	.....	174 89	17 69	286 59	.....	172 39	2 00
Russell.....	70 50	82 10	194 50	227 10	202 60	.....	24 50	.....	132 10	.....	16 00	8 50
Scott.....	245 50	634 00	63 25	943 75	897 58	19 40	45 17	.....	632 08	.....	12 00	38 17
Sheboygan.....	171 50	205 00	285 68	681 68	623 50	.....	30 68	57 16	402 50	.....	30 68	.....
Sheboygan City.....	854 50	450 00	1050 00	2354 00	2849 01	51 75	696 35	.....	1495 01	.....	.....	.....
Sheboygan Falls.....	320 00	300 00	150 39	846 39	734 64	.....	111 75	.....	238 65	.....	46 75	65 00
Sh'bgan Falls Village.....	180 00	420 00	600 00	1200 00	886 00	.....	100 00	.....	706 00	.....	.....	100 00
Wilson.....	218 00	251 00	688 00	1167 00	731 00	.....	181 00	.....	513 00	.....	126 00	56 00
	4884 00	5256 98	6680 16	17146 14	14950 81	81 65	2222 51	385 27	9741 32	9 56	909 03	712 16
St. Croix—												
Malone.....	55 80	15 00	75 78	146 58	164 92	.....	.....	6 13	253 69	.....	.....	.....

TABLE NO. II.—continued

Names of Counties and Towns.	Amount of Money received from County Treasurer.	Amount of Money received from Town Treasurer.	Amount of Money received from other sources.	Total amount of Money received.	Amount of Money paid for Teachers' Wages.	Amount of Money paid for Libraries.	Amount of Money expended for other purposes.	Amount of Money raised by tax and expended for Teachers' Wages.	Amount of Money raised by tax and expended for District Libraries.	Amount of Money raised by tax and expended on School Houses.	Amount of Money raised by tax and expended for other purposes.
St. Croix—continued.											
Escalante.....	45 00	121 60	.....	88 41	.....	.....	35 41	388 15	.....	975 60	.....
St. Joseph.....	36 75	95 00	.....	106 00	.....	.....	165 00	166 60	.....	713 00	.....
Hammond.....	57 82	120 68	.....	178 48	.....	.....	.....	183 00	.....	100 00	23 76
Somerset.....	26 55	65 29	.....	92 84	.....	.....	.....	298 00	.....	.....	60 00
Richmond.....	263 62	1260 35	.....	1524 00	1005 00	.....	519 00	336 93	.....	.....	.....
Hudson.....	33 32	109 43	.....	272 75	272 75	.....	93 30	360 50	.....	.....	221 50
Pleasant Valley.....	41 65	.....	114 51	156 15	260 00	.....	69 00	391 61	.....	.....	180 00
Erin Prairie.....	38 00	249 30	.....	287 30	180 00	.....	.....	420 00	.....	.....	.....
Warren.....	27 00	.....	190 00	.....	.....	.....	15 00	.....	.....	.....	296 00
Kosh River.....	55 59	16 61	.....	74 29	125 00	.....	.....	.....	.....	.....	93 60
Troy.....	91 75	30 00	.....	121 75	.....	.....	.....	347 93	.....	419 00	.....
Star Prairie.....	80 00	72 00	.....	152 00	.....	.....	.....	310 00	.....	.....	844 88
	852 65	2,068 17	880 29	3,438 72	1,997 67	.....	845 71	2,961 09	.....	2,907 00	.....

TREMPLEMAN—											
26 08	73 21	99 21	89 61	29 40	11 16	9 50	89 61	29 40	85 25	40 58	
51 00	76 96	127 96	512 00	.....	144 50	.....	384 00	.....	85 25	59 95	
72 75	100 00	172 75	123 00	.....	34 30	.....	128 00	.....	.....	34 30	
60 00	210 66	360 66	219 80	.....	219 38	.....	.....	.....	.....	25 63	
68 13	79 87	948 32	108 00	.....	800 00	40 32	.....	.....	800 00	129 00	
132 55	838 17	465 67	441 71	.....	.....	24 96	480 00	10 00	2050 00	.....	
400 36	873 67	2,074 57	1,494 13	29 40	1,309 39	74 78	1,076 61	39 40	3,126 96	268 74	
WALWORTH—											
367 00	205 00	572 00	572 00	.....	.....	.....	1046 25	9 87	.....	298 51	
284 60	197 86	453 36	492 86	.....	.....	.....	1232 14	.....	191 36	730 20	
200 50	145 52	346 02	346 02	.....	.....	.....	739 09	.....	312 59	86 61	
605 50	876 90	932 40	953 06	.....	.....	29 34	1845 00	.....	.....	428 68	
265 00	171 00	436 91	436 91	.....	.....	.....	471 63	.....	.....	256 28	
472 50	300 20	772 70	772 70	.....	.....	.....	1997 59	6 00	16 00	763 40	
211 50	137 23	348 73	348 73	.....	.....	.....	323 75	.....	6 14	66 63	
257 00	147 34	404 84	404 34	.....	.....	.....	423 56	.....	.....	255 05	
.....	.....	307 86	307 86	.....	.....	.....	896 23	.....	.....	93 31	
496 00	219 53	645 53	173 19	.....	230 14	242 28	896 56	.....	.....	906 00	
321 50	169 67	391 17	391 17	.....	.....	.....	378 87	10 00	329 00	107 91	
340 61	.....	360 61	1236 00	6 00	206 28	11 36	674 10	6 00	64 57	110 67	
831 94	161 56	493 50	344 64	.....	148 86	.....	399 81	6 00	22 32	239 96	
286 09	141 64	437 64	427 64	.....	.....	.....	543 13	.....	131 00	112 78	
.....	.....	.....	.....	.....	.....	.....	779 00	.....	386 65	259 00	
319 00	173 62	492 62	492 62	.....	.....	.....	1094 50	.....	219 10	181 24	
183 00	319 49	501 49	501 49	.....	.....	.....	400 00	.....	.....	100 00	
4,770 56	2,866 46	7,945 78	8,190 63	5 00	585 25	265 93	19,540 61	26 57	1,677 76	4,331 18	
WARRANTON—											
683 16	390 00	938 16	933 16	.....	.....	.....	58 34	.....	9 83	62 16	
219 50	300 08	519 58	519 58	.....	.....	.....	268 00	.....	.....	66 86	
266 00	209 29	565 29	565 00	.....	.....	.....	56 00	.....	85 00	59 00	
396 50	308 64	647 14	647 14	.....	.....	.....	149 00	1 00	515 00	1 00	
865 23	250 00	1115 23	1116 29	.....	.....	.....	64 00	.....	.....	20 00	
763 68	250 00	1032 68	1032 68	.....	.....	.....	735 00	.....	28 00	138 00	

TABLE No. II.—continued.

Names of Counties and Towns.	Amount of Money received from County Treasurer.	Amount of Money received from Town Treasurer.	Amount of Money received from other sources.	Total amount of Money received.	Amount of Money paid for Teachers' Wages.	Amount of Money paid for Libraries.	Amount of Money expended for other purposes.	Amount of Money remaining unexpended.	Amount of Money raised by tax and expended for Teachers' Wages.	Amount of Money raised by tax and expended for District Libraries.	Amount of Money raised by tax and expended on School Houses.	Amount of Money raised by tax and expended for other purposes.
WASHINGTON—continued.												
Jackson.....	354 50	422 40	.....	776 90	776 90	.....	.....	.....	187 86	.....	55 69	.....
Kewaskum.....	180 50	207 20	.....	387 70	886 26	.....	.....	1 44	182 00	.....	11 56	35 00
Folk.....	511 50	655 60	.....	1167 10	1167 10	.....	.....	.....	67 48	.....	.....	.....
Richfield.....	489 50	430 00	.....	889 50	750 00	.....	60 00	59 00	800 00	.....	15 00	45 00
Trenton.....	319 00	200 00	.....	519 00	519 00	.....	.....	.....	717 50	.....	35 88	26 28
Wayne.....	312 00	188 68	.....	568 68	466 00	.....	.....	36 66	120 00	.....	52 00	42 00
West Bend.....	466 38	200 00	.....	666 38	666 38	.....	.....	.....	372 50	.....	200 00	206 86
	5,778 44	3,921 89	.....	9,700 38	9,543 42	.....	60 00	96 10	3,747 68	1 00	1,058 10	717 15
WAUKESHA—												
Oconomowoc.....	409 50	246 08	.....	655 58	651 59	4 00	.....	.....	518 59	6 00	990 76	98 00
Eagle.....	256 00	136 00	.....	393 00	383 14	.....	.....	.....	1040 44	.....	.....	90 07
Muskego.....	291 50	200 00	.....	491 50	491 00	.....	.....	0 50	.....	.....	9 00	44 62
Mukwonago.....	275 00	171 84	.....	446 84	448 84	.....	.....	.....	738 66	.....	1985 80	124 71
Vernon.....	205 50	140 18	.....	345 68	345 66	.....	.....	.....	442 38	.....	25 00	47 50
Ottawa.....	228 00	143 35	.....	369 35	275 89	.....	.....	98 46	919 71	.....	.....	62 00

Brookfield	875 50	248 98	.....	694 48	694 48	.....	.....	.....	879 00	.....	235 12	63 60
Lisbon	289 00	185 65	.....	474 65	474 65	.....	.....	137 32	1015 16	.....	.....	69 62
Merton	348 75	185 75	.....	.....	.....	.....	.....	.....	1444 00	.....	.....	77 40
New Berlin	386 00	236 80	.....	632 80	632 00	.....	.....	4 79	377 25	.....	16 50	63 87
Waubeesha	701 49	416 96	.....	1118 45	1118 45	.....	.....	.....	2959 60	.....	81 75	1302 31
Delafield	280 00	170 49	.....	450 49	450 49	.....	.....	.....	925 89	8 00	88 00	180 60
Gnasee	348 50	203 81	.....	532 34	532 31	.....	.....	.....	800 00	.....	100 00	87 00
Summit	338 50	153 60	.....	392 10	392 10	.....	.....	.....	1049 70	15 00	186 10	99 94
Pewaukee	297 60	190 40	.....	487 90	227 00	.....	.....	260 90	973 83	.....	670 00	133 25
Menomonee	410 00	265 28		675 45	675 10			5 8	520 02		13 75	43 31
	5,348 74	3,295 19		18,110 59	7,747 70	4 00		492 73	14,604 13	21 00	3,610 76	2,580 60

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WAUBESA—

Dayton	157 00	314 00		471 20	469 22			1 98	389 27		69 08	82 30
Farmington	128 60	181 23		304 73	211 15			3 16	211 00		350 00	17 60
Scandinavia	108 50	106 24	.....	208 84	228 00	.....	.....	40 00	928 00	.....	208 00	.....
Iola	94 00	150 00	.....	244 00	150 00	.....	.....	50 00	376 00	.....	74 00	63 20
Lind	167 60	111 66	.....	279 16	278 16	.....	.....	.....	.....	.....	.....	.....
Waupaca	184 00	199 27	.....	323 27	323 27	.....	.....	42 35	633 06	.....	268 00	.....
St. Lawrence	190 52	46 00	.....	272 62	373 75	.....	.....	75 65	144 84	.....	.....	94 36
Weyauwega	272 50	262 78	.....	536 28	493 89	.....	.....	41 89	418 93	25 00	150 00	77 75
Royalton	123 00	170 65	.....	293 65	293 65	.....	.....	.....	485 00	.....	98 00	25 00
Little Wolf	26 00	86 15	.....	119 15	112 15	.....	.....	.....	603 00	.....	615 00	74 53
Union	113 50	300 00	.....	413 50	848 00	.....	.....	65 50	140 00	10 00	115 00	92 40
Caledonia	54 00	60 00	.....	129 00	194 00	25 00	.....	6 00	145 03	.....	108 00	6 86
Mukwa	203 50	290 50	.....	434 00	1486 50	.....	.....	59 98	905 50	.....	.....	.....
Lebanon	118 50	92 45	.....	210 86	210 86	.....	.....	.....	180 00	.....	110 00	13 00
Bear Creek	23 50	118 60	.....	141 50	141 50	.....	.....	.....	.....	.....	.....	.....
Matteson	18 60	125 36	.....	178 86	143 85	.....	.....	.....	195 00	.....	18 60	10 30
	1,978 02	2,526 99	.....	4,602 61	5,429 75	25 99	.....	277 09	5,048 79	35 00	2,193 56	465 70

WAUBESA—

Aurora	145 53	361 01	.....	506 54	498 29	.....	.....	18 25	381 49	.....	24 18	127 46
Bloomfield	295 00	147 79	.....	242 79	342 00	.....	.....	438 90	209 13	.....	426 00	13 90
Odessa	68 11	150 00	.....	264 79	364 79	94 68	.....	.....	47 00	.....	.....	49 00

TABLE. No. II.—continued.

Names of Counties and Towns.	Amount of Money received from County Treasurer.	Amount of Money received from Town Treasurer.	Amount of Money received from other sources.	Total amount of Money received.	Amount of Money paid for Teachers' Wages.	Amount of Money paid for Libraries.	Amount of Money expended for other purposes.	Amount of Money remaining unexpended.	Amount of Money raised by tax and expended for Teachers' Wages.	Amount of Money raised by tax and expended for District Libraries.	Amount of Money raised by tax and expended on School Houses.	Amount of Money raised by tax and expended for other purposes.
W. YANNA—continued.												
Dakota.....	94 57	228 98	.....	323 55	263 68	.....	.....	59 87	213 00	.....	630 00	411 20
Deerfield.....	41 16	64 26	.....	105 42	67 84	.....	.....	37 68	92 97	.....	.....	11 00
Hancock.....	71 05	178 61	.....	249 66	214 51	.....	.....	35 15	73 00	.....	115 00	67 45
Leon.....	137 20	57 28	.....	194 48	191 48	.....	.....	.....	246 07	.....	24 72	59 23
Marion.....	108 78	167 97	.....	276 75	266 55	.....	.....	10 20	233 36	.....	800 00	97 49
Mt. Morris.....	71 54	75 00	.....	146 54	146 54	.....	.....	.....	182 00	.....	.....	.....
Oasis.....	63 70	48 35	.....	112 05	112 05	.....	.....	.....	222 00	.....	67 51	33 00
Plainfield.....	167 09	121 25	.....	288 34	288 34	.....	.....	.....	360 93	.....	56 21	81 16
Poyaisi.....	70 07	172 91	.....	242 98	208 30	.....	.....	24 68	235 52	.....	86 73	23 00
Richard.....	101 92	160 38	.....	262 30	262 32	.....	.....	.....	351 00	.....	178 00	18 12
Rose.....	11 50	27 00	.....	37 50	70 00	.....	.....	.....	75 00	.....	.....	12 20
Saxeville.....	126 42	213 71	.....	340 13	283 45	.....	.....	56 68	258 00	.....	15 00	66 00
Springwater.....	87 71	151 97	.....	239 68	239 68	.....	.....	.....	30 00	.....	80 00	57 00
Warren.....	97 02	81 45	.....	178 47	178 47	.....	.....	.....	450 00	.....	105 00	.....
Wautoma.....	146 02	286 60	.....	332 62	382 62	.....	.....	.....	122 00	.....	.....	76 00
	1,914 39	2,640 52	.....	4,414 64	4,273 91	94 58	457 16	433 19	3,671 33	.....	2,107 36	1,176 21

WINNEBAGO—													
Algoma.....	138 00	127 92	.....	265 92	866 00	3 89	10 00	10 76	866 00	.....	11 40	549	
Black Wolf.....	130 50	81 60	.....	202 10	202 10	.....	.....	.....	274 83	.....	.....	13 17	
Clayton.....	199 00	195 12	.....	294 12	294 12	.....	.....	.....	685 88	.....	20 00	28 50	
Neenah.....	254 50	248 58	.....	503 08	478 04	.....	.....	25 00	1420 00	15 45	727 17	445 79	
Nekimi.....	200 00	147 10	.....	347 10	347 10	.....	.....	.....	475 17	.....	15 00	74 67	
Nepeuskun.....	175 50	325 43	.....	501 03	501 03	.....	.....	.....	811 00	.....	214 00	180 00	
*Menasha.....	↑	↑	.....	↑	↑	.....	.....	.....	1106 54	.....	455 00	36 95	
Orihula.....	19 00	.....	.....	19 00	19 00	.....	.....	.....	125 00	.....	.....	54 00	
Omro.....	411 00	368 81	.....	769 81	2361 67	.....	.....	101 74	1285 47	.....	638 40	87 85	
Oahtosh.....	123 50	163 88	.....	.....	287 88	.....	.....	.....	133 95	.....	43 00	18 75	
Oahtosh City.....	993 00	773 00	6956 98	8722 98	8456 75	.....	4814 79	951 44	3456 75	.....	3945 06	.....	
Poygan.....	123 50	175 56	.....	299 06	344 85	.....	.....	.....	109 00	.....	.....	24 12	
Rushford.....	803 00	69 69	.....	.....	.....	.....	.....	.....	653 33	.....	617 59	310 29	
Utica.....	213 00	236 86	.....	450 37	1195 14	.....	.....	.....	867 00	.....	815 00	106 42	
Vinland.....	173 50	363 00	.....	536 50	883 59	.....	.....	.....	206 60	.....	.....	48 50	
Winchester.....	200 00	155 59	.....	355 59	355 59	.....	.....	.....	143 95	.....	175 00	9 69	
Winneconne.....	215 50	409 40	.....	624 90	624 90	.....	.....	.....	136 86	.....	.....	57 00	
	8,862 50	3,831 64	6,956 98	14,651 12	12,217 26	3 89	4,324 79	1,068 94	12,778 77	15 45	7,671 62	1,561 48	
WOOD—													
Hemlock.....	22 00	.....	25 00	438 00	84 00	.....	.....	.....	37 00	.....	329 00	25 00	
Centralia.....	48 50	.....	.....	479 50	448 50	.....	.....	.....	400 00	.....	10 00	21 00	
Grand Rapids.....	103 50	752 29	.....	865 79	538 25	.....	.....	.....	538 25	.....	68 00	77 23	
Rudolph.....	80 00	4 20	.....	729 38	34 20	.....	.....	.....	563 50	.....	124 25	7 43	
Saratoga.....	.....	.....	.....	580 14	378 00	.....	.....	.....	378 00	.....	65 00	48 00	
Dexter.....	.....	.....	29 00	149 00	100 00	.....	.....	.....	100 00	.....	.....	20 00	
	204 00	766 49	54 00	3,231 81	1,580 95	.....	.....	.....	2,016 75	.....	596 25	198 69	

* Total amount raised, \$1,789 04. Supt's report very defective.—(C.M. Board.)

† No Report.

TABLE No. II.—RECAPITULATION.

Names of Counties.	Amount of Money received from County Treasurer.	Amount of Money received from Town Treasurer.	Amount of Money received from other sources.	Total amount of Money received.	Amount of Money paid for Teachers' Wages.	Amount of Money paid for Liabilities.
Adams, ...	1,854 04	1,435 70	310 58	3,100 92	9,896 62	.....
Aahland, ...	82 45	49 10	.....	131 55	120 00	.....
Bad Ax, ...	1,648 91	2,619 83	.....	4,213 88	4,516 82	.....
Brown, ...	3,569 39	1,606 09	.....	5,379 72	6,734 48	64 83
Buffalo, ...	529 56	1,779 84	164 50	2,209 44	1,334 54	.....
Calumet, ...	1,351 70	643 30	50 00	1,944 86	9,848 84	.....
Chippewa, ...	106 00	324 43	.....	424 43	884 65	37 07
Clark, ...	106 00	1,494 76	.....	1,609 76	1,046 00	.....
Columbia, ...	4,460 53	4,486 30	23 84	8,966 14	8,351 57	65 07
Crawford, ...	1,738 08	2,047 85	.....	3,777 97	4,516 01	23 00
Dane, ...	8,668 47	14,456 98	.....	23,544 65	20,076 53	50 00
Dodge, ...	8,849 64	8,114 49	90 39	16,964 54	17,124 35	93 65
Door, ...	268 28	277 11	.....	545 39	1,005 15	.....
Douglas, ...	180 06	840 00	.....	1,020 06	570 00	.....
Dunn, ...	240 31	799 57	.....	1,166 20	895 77	.....
Ken Claire, ...	374 91	519 31	126 82	906 73	1,263 65	15 00

Fond du Lac,.....	6,561 41	29,745 61	42,609 77	24,578 80	86 00
Grant, ...	5,944 68	.....	9,922 05	9,915 91	4 63
Green, ...	4,344 63	.....	.....	13,244 33	.....
Green Lake, ...	2,711 13	3,078 58	6,652 50	6,638 98	90 03
Iowa, ...	3,672 73	1,131 49	8,568 49	7,029 61	.....
Jackson, ...	580 85	1,277 91	2,568 68	1,770 96	.....
Jefferson, ...	7,089 01	5,928 85	12,657 86	19,560 64	65 00
Juneau, ...	1,723 67	1,837 01	10,923 16	7,145 79	.....
Kenosha, ...	3,072 28	11,869 47	15,099 28	11,636 72	74 40
Keweenaw, ...	969 00	466 21	1,542 21	1,253 22	.....
La Crosse, ...	2,951 72	660 30	2,517 10	2,473 60	.....
La Fayette, ...	3,974 69	.....	6,679 62	7,168 15	.....
La Pointe, ...	33 50	.....	907 49	477 89	9 00
Manitowoc, ...	4,422 45	236 67	7,596 66	6,832 57	46 00
Marathon, ...	216 04	.....	2,966 29	1,996 30	.....
Marquette, ...	1,434 53	.....	2,952 58	2,754 40	30 06
Milwaukee, ...	10,210 74	.....	25,867 04	39,267 19	33 85
Monroe, ...	1,222 09	.....	5,689 77	3,817 76	.....
Oconto, ...	753 46	.....	3,696 46	3,918 58	.....
Outagamie, ...	1,512 33	.....	2,694 82	3,590 06	9 00
Ozaukee, ...	3,904 73	.....	7,919 58	8,716 23	113 84
Pepin, ...	899 92	2,880 13	4,092 69	1,864 15	.....
Pierce, ...	862 10	.....	2,967 72	2,448 01	.....
Polk, ...	186 00	.....	1,530 21	932 76	.....
Portage, ...	1,128 64	.....	2,048 06	2,060 65	.....
Racine, ...	7,866 01	2,619 77	20,296 64	15,008 41	709 04
Richland, ...	2,143 74	.....	8,663 13	4,397 69	70 00
Rock, ...	7,162 40	.....	21,348 48	19,589 25	57 67
Sault, ...	3,406 24	770 43	9,906 26	9,213 99	59 00
Shawano, ...	50 00	.....	.....	777 50	.....
Sheboygan, ...	4,984 00	6,680 16	17,146 14	14,960 31	81 65
St. Croix, ...	852 65	380 29	3,428 72	1,997 67	.....
Trempealeau, ...	400 89	.....	12,074 57	1,494 12	29 40
Waikworth, ...	4,770 55	.....	7,945 78	8,190 63	5 00
Washington, ...	5,778 44	.....	9,700 33	9,543 43	.....

TABLE No. II.—RECAPITULATION—continued.

Names of Counties.	Amount of Money received from County Treasurer.	Amount of Money received from Town Treasurer.	Amount of Money received from other sources.	Total amount of Money received.	Amount of Money p'd for Teachers' Wages.	Amount of Money paid for Li- abilities.
Waukecha,.....	5,348 74	8,285 18	.....	8,110 69	7,747 70	4 00
Waupaca,.....	1,978 02	2,598 99	.....	4,602 61	5,499 75	25 00
Waushara,.....	1,914 39	2,640 52	.....	4,414 64	4,973 91	94 88
Winnebago,.....	3,862 50	3,831 64	6,986 88	14,651 19	12,317 26	3 89
Wood,.....	204 00	756 49	54 00	3,291 81	1,582 95	.....
	\$159,648 47	179,210 58	63,157 64	396,381 50	867,481 10	1,994 04

TABLE No. II.—RECAPITULATION—continued.

Names of Counties.	Amount of Money expended for other purposes.	Amount of Money remaining unexpended.	Amount of Money raised by tax and expended for Teachers' Wages.	Amount of Money raised by tax and expended for District Libraries.	Amount of Money raised by tax and expended on School Houses.	Amount of Money raised by tax and expended for other purposes.
Adams	223 70	125 02	3,519 09	.....	1275 90	516 40
Ashland .....	.....	11 55	49 19	.....	.....	.....
Bad Ax .....	.....	496 48	2,180 73	.....	1,836 01	590 07
Brown	2,574 26	497 22	2,164 95	47 87	4,406 07	892 47
Buffalo	683 49	509 90	1,883 00	35 00	1,941 87	6 00
Calumet	877 86	6 00	2,989 71	113 71	878 14	703 74
Chippewa	189 33	301 05	738 77	35 00	103 23	127 89
Clark	107 25	309 32	998 00	.....	885 00	79 75
Columbia	967 70	38 65	10,136 19	86 00	2,945 07	2,455 34
Crawford	1,558 80	69 84	3,019 32	23 00	3,020 79	964 53
Dane	1,496 00	664 49	18,683 97	97 02	7,159 39	4,148 09
Dodge	770 03	571 19	16,686 43	84 10	9,930 72	3,578 74
Door	2,393 39	70 00	515 75	.....	1,811 41	317 00
Douglas	99 99	239 18	744 00	.....	.....	.....
Dunn .....	.....	138 06	1,908 00	.....	.....	.....
Eau Claire	520 00	291 24	1,866 44	80 00	1,728 50	290 58
					1,813 18	287 18

TABLE No. II.—RECAPITULATION—continued.

Names of Counties.	Amount of Money expended for other purposes.	Amount of Money remaining unexpended.	Amount of Money raised by tax and expended for Teachers' Wages.	Amount of Money raised by tax and expended for District Libraries.	Amount of Money raised by tax and expended on Sch'l Houses.	Amount of Money raised by tax and expended for other purposes.
Fond du Lac.....	10,999 87	695 85	8,778 97	55 00	7,025 78	4,180 24
Grant.....	386 28	32 28	10,196 57	38 50	6,911 64	2,579 46
Green.....	.....	142 30	6,540 11	1 50	3,944 26	1,540 89
Green Lake.....	216 17	82 24	6,181 05	30 00	1,914 44	927 16
Iowa.....	1,138 27	710 71	6,421 91	15 00	3,421 00	1,310 17
Jackson.....	281 07	367 21	.....	10 00	434 26	98 39
Jefferson.....	827 82	624 06	7,352 43	20 00	4,271 80	1,968 60
Juneau.....	3,089 18	559 62	4,927 81	.....	820 84	2,449 14
Kenosha.....	2,530 08	.....	.....	.....	.....	.....
Kewaunee.....	.....	.....	1,492 88	.....	1,177 50	28 06
La Crosse.....	.....	43 50	4,291 61	15 00	2,410 54	4,457 88
La Fayette.....	5,902 84	807 53	4,713 96	.....	6,211 24	1,416 31
La Pointe.....	142 50	264 20	477 89	9 00	80 00	42 50
Manitowoc.....	32 85	615 28	9,669 02	189 08	2,675 47	683 78
Marathon.....	627 52	846 62	1,026 68	5 00	2,016 30	642 09
Marquette.....	160 26	280 53	3,006 10	26 75	1,451 61	232 89

Milwaukee.....	6,980 85	287 14	16,474 40	4 20	891 81	941 97
Monroe.....	863 67	3,253 05	5,496 17	.....	3,318 10	920 33
Oconto.....	586 87	59 12	2,273 00	.....	1,072 00	228 17
Outagamie.....	897 94	63 37	4,772 16	.....	3,334 90	611 22
Ozaukee.....	210 51	631 66	534 94	38 00	903 47	1,518 60
Pepin.....	618 31	123 39	636 83	17 50	1,318 83	78 31
Pierce.....	443 23	154 45	3,232 78	.....	4,506 00	271 23
Polk.....	505 20	113 62	621 35	.....	1,574 10	98 81
Portage.....	.....	105 60	4,137 06	.....	3,298 51	959 46
Racine.....	2,546 01	8 80	11,556 21	21 66	3,392 01	2,166 30
Richland.....	588 91	499 03	4,363 84	641 14	8,036 03	1,023 32
Rock.....	2,803 26	340 17	18,741 86	20 00	8,717 96	7,635 84
Sauk.....	56 31	414 59	8,474 72	88 90	3,067 07	1,651 59
Shawano.....	1,233 12	.....	.....	122 24	.....	.....
Sheboygan.....	2,222 61	365 27	9,741 32	9 66	909 08	712 16
St. Croix.....	825 71	551 92	2,981 09	.....	2,207 00	844 88
Trempealeau.....	1,209 29	74 78	1,076 61	.....	3,128 95	288 74
Walworth.....	585 25	282 93	13,540 51	39 40	1,677 75	4,281 18
Washington.....	60 60	96 10	3,747 68	28 87	1,068 10	717 15
Waukegan.....	.....	492 73	14,604 18	1 00	3,610 78	2,580 60
Waupaca.....	277 09	496 08	5,043 73	24 00	2,193 58	485 70
Waushara.....	457 15	438 19	3,671 33	35 00	2,107 35	1,176 21
Winnebago.....	4,324 79	1,068 94	12,778 77	.....	7,671 62	1,561 48
Wood.....	.....	.....	2,016 75	15 45	596 25	198 66
	64,374 46	20,851 50	292,184 17	2,012 98	139,887 65	69,389 87

[illegible]

TABLE No. III.—*continued.*

Names of Counties and Towns.	Total valuation of School Houses.	Highest valuation of any School Houses.	Lowest valuation of any School House.	No. of School House Sites containing less than one acre.	No. of School House Sites united.	No. School's without Blackboard.	No. of Schools without Outline Maps.	No. of District Libraries.	No. of Joint Libraries.	No. Volumes in all the Libraries.	No. of Volumes loaned during the year.	Amount Library Fines collected.	Amount Library Fines expended.	Amount of Library Fines remaining unexpended.	No. of select and private Schools other than incorp'd Academies.	Average No. of Pupils attending such Schools during the year.
CHIPPAWA—continued.																
Chippewa Falls.....	1000 00	1000 00	1000 00	1												
Eagle Point.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Wheaton	2,650 00	1,000 00	100 00	4	5	2	2	1						\$8 03	1	90
CLARK—																
Pine Valley.....	640 00	400 00	100 00	.....	4	2	4	.....	.....	.....	.....	.....	.....	.....	.....	.....
Levia.....	260 00	250 00	10 00	1	2	1	2	.....	.....	.....	.....	.....	.....	.....	.....	.....
Weston	315 00	300 00	15 00	.....	2	1	2	.....	.....	.....	.....	.....	.....	.....	.....	.....
	1,215 00	400 00	10 00	1	8	4	8	.....	.....	.....	.....	.....	.....	.....	.....	.....
COLUMBIA—																
Arlington.....	1825 00	475 00	400 00	3	1	.....	3	1	1	92	186	\$0 15	\$0 05	\$0 10	.....	.....
Caledonia	601 00	300 00	16 00	5	5	.....	5	4	.....	264	154	.....	.....	.....	.....	.....
Courtland.....	1660 00	500 00	30 00	3	5	.....	6	.....	.....	.....	.....	.....	.....	.....	.....	.....
Columbus.....	7590 00	6000 00	.....	9	8	.....	9	4	.....	62	.....	.....	.....	.....	.....	.....

Dakota	1675 00	500 00	20 00	1 1	8 6	3 2	9 7	2 4	238	323	2 75
Fort Winnebago	1505 00	450 00	5 00	6 6	6 6	2 6	7 6	4 1	200	...	...
Fountain Prairie	1200 00	300 00	100 00	5 5	5 5	...	...	...	4	...	...
Hampden	1090 00	850 00	15 00	6 6	6 6	...	...	...	...	...	...
Leeds	985 00	250 00	50 00	6 6	6 6	5 5	...	...	15	60	...
Lowville	1890 00	465 00	35 00	8 8	6 2	2 2	...	...	38	60	...
Lodi	2810 00	400 00	60 00	9 9	10 10	...	...	...	...	...	...
Lewiston	1500 00	250 00	88 00	8 8	10 10	...	...	...	40	...	...
Marcellon	2408 00	400 00	20 00	6 4	4 1	7 1	...	...	35	50	...
Newport	2250 00	1000 00	50 00	6 5	5 6	...	...	...	...	...	...
Oisego	855 00	260 00	75 00	5 5	6 2	2 2	...	...	27	...	...
Pacific	485 00	350 00	10 00	4 4	...	...	...	...	...	...	...
Portage	2150 00	650 00	150 00	4 3	...	...	...	...	...	...	...
Randolph	1900 00	450 00	...	4 3	...	...	...	...	143	70	...
Scott	1015 00	265 00	50 00	8 6	1 1	8 4	...	...	...	3 00	...
Springvale	930 25	600 00	...	5 5	1 6	6 6	...	...	157	5	...
West Point	1088 00	400 00	25 00	6 6	1 6	...	...	...	294	153	...
Wyocena	3670 00	1500 00	10 00	8 8	1 8	...	...	...	...	05	...
	39,932 25	6000 00	5 00	124	126	20	132	47	1,649	1,041	10 3 75
OSAWATOMIE—											
Clayton	1514 00	300 00	40 00	12 12	8 8	...	...	1	...	...	...
Haney	888 00	300 00	5 00	8 8	6 6	...	...	...	...	...	...
Lynxville	629 00	380 00	60 00	4 5	2 1	...	...	...	...	...	...
Marietta	500 00	125 00	60 00	9 9	1 2	...	...	...	...	...	...
Eastman	933 00	280 00	50 00	6 8	8 8	...	...	...	...	...	...
Freeman	1750 00	370 00	50 00	12 11	8 10	...	...	...	...	...	...
Utica	470 00	100 00	20 00	6 6	7 7	...	...	...	...	...	...
Seneca	985 00	300 00	20 00	5 8	4 8	...	...	...	...	...	...
Scott	685 00	300 00	60 00	3 7	4 7	...	...	...	...	...	...
Wauzeka	1155 00	600 00	75 00	5 5	1 6	...	...	...	...	...	...
Prairie du Chien	8423 00	4323 00	300 00	5 5	4 7	...	...	...	...	...	1 20
	17,802 00	4,323 00	5 00	68	66	53	63	1	...	...	1 20
DANE—											
Albion	1480 00	300 00	5 00	6 7	...	7 3	1 110	35	...	...	...

TABLE No. III.—continued.

Names of Counties and Towns.	Total valuation of School Houses.	Highest valuation of any School House.	Lowest valuation of any School House.	No. of School House sites containing less than one acre.	No. of School House sites uninclosed.	No. Schools without Blackboard.	No. of Schools without Outline Maps	No. of District Libraries.	No. of Joint Libraries.	No. Volumes in all Libraries.	No. of Volumes loaned during the year.	Amount Library Fines collected.	Amount Library Fines expended.	Amount of Library Fines remaining unexpended.	No. Select and Private Schools other than Incorp'd Academies.	Average No. of Pupils attending each School during the year.
Dane—continued.																
Berry	804 00	300 00	25 00	4	8	1	4	1	1	16	17	...	...	...	1	...
Black Earth	2306 00	2000 00	50 00	2	5	1	4	1	...	40	40	...	...	...	...	...
Blooming Grove	725 00	500 00	25 00	6	4	1	6	...	...	...	...	...	...	...	...	...
Blue Mounds	800 00	300 00	50 00	1	4	1	9	...	...	...	...	...	...	...	...	...
Bristol	1605 00	800 00	25 00	7	7	1	7	...	...	...	...	...	...	...	...	...
Burke	1270 00	600 00	20 00	1	5	...	6	...	...	...	...	...	...	...	...	...
Christiana	1153 50	600 00	40 00	6	8	...	5	5	4	82	82	...	...	...	...	...
Cottage Grove	2905 00	650 00	60 00	9	9	1	9	7	...	147	19	...	...	...	1	25
Cross Plains	1075 00	350 00	50 00	5	5	2	6	...	...	...	...	...	...	...	...	...
Dane	2675 00	400 00	100 00	5	7	...	7	...	...	...	...	...	...	...	...	...
Deerfield	810 00	410 00	10 00	3	4	1	4	...	...	...	...	...	...	...	1	20
Dunkirk	5000 00	800 00	10 00	8	8	...	8	3	1	230	...	...	...	...	2	60
Dunn	1590 00	400 00	10 00	9	7	7	7	2	1	64	101	...	...	...	1	...
Fitchburg	2250 00	435 00	75 00	9	7	...	8	6	2	177	...	...	...	...	...	...
Madison	2500 00	900 00	300 00	5	4	...	8	8	...	56	51	...	...	...	...	...
Madison city	20000 00	7000 00	500 00	6	3	...	...	1	...	241	200	...	...	...	7	100

TABLE No. III—continued.

Names of Counties and Towns.	Total valuation of Sch'l Houses.	Highest valuation of any School House.	Lowest valuation of any School House.	No. of School House Sites containing less than one acre.	No. of School House Sites unclosed.	No. Schools without Blackboards.	No. of Schools without Outline Maps.	No. of District Libraries.	No. of Joint Libraries.	No. Volumes in all the Libraries.	No. of Volumes loaned during the year.	Amount Library fines collected.	Amount Library fines expended.	Amount of Library fines remaining unexpended.	No. of select and private Schools other than incorpor'd Academies.	Average No. of Pupils attending such schools during the year.
Dones—continued.																
Leroy	1600 00	450 00	100 00	1	8	1	5	2	..	21	60	..	..	..	..	..
Lomira	1550 00	500 00	25 00	10	10	1	8	..	..	..	..	..	..	..	..	..
Lowell	1785 00	450 00	50 00	8	6	1	11	11	..	..	..	..	..	..	..	..
Oak Grove	3500 00	1200 00	50 00	6	7	..	6	6	..	136	81	..	..	..	1	20
Portland	1885 00	500 00	5 00	9	8	..	9	8	..	136	103	..	..	..	..	..
Rubicon	1686 00	275 00	25 00	8	9	1	9	7	..	64	20	..	..	..	1	25
Shields	710 00	300 00	50 00	4	4	1	4	4	1	231	113	..	..	..	..	..
Theresa	1380 00	700 00	5 00	10	10	2	4	4	..	63	106	..	..	..	3	30
Trenton	8475 00	600 00	50 00	7	8	..	10	7	2	230	299	..	6 50	..	..	..
Wesford	1660 00	450 00	30 00	8	7	..	8	..	..	57	12	..	..	..	..	..
Williamstown	7395 00	6000 00	1 00	8	8	..	6	2	..	21	8	..	..	..	..	..
Waupun Village	2900 00	2500 00	400 00	..	..	..	1	1	..	12	..	..	..	..	1	25
	68,400	8,000	1 00	178	151	20	169	116	28	4106	4023	..	6 50	4 00	9	190

* Unknown.

Marshfield	300 00	200 00	100 00	24	2	1	3	2	...	36	86	...	...	...	1	100
Rosendale	2125 00	500 00	75 00	8	8	...	5	3	...	86	...	...	...	...	1	90
Springvale	3000 00	500 00	200 00	9	5	...	11	4	...	204	...	...	...	...	...	...
Taycheedah	2765 00	2000 00	10 00	6	4	...	3	...	...	...	...	...	...	...	...	...
Waupun	4775 00	2500 00	75 00	10	11	...	9	...	...	...	...	...	...	...	...	...
Ripon	3285 00	700 00	25 00	5	6	3	6	...	...	...	...	...	...	...	3	65
Ripon City	7300 00	2500 00	400 00	6	3	...	3	...	...	...	...	...	...	...	...	...
*Waupun Village, N.W.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
52,192 10	8,000 00	19 00	154	136	19	149	58	90	...	2,018	918	1 75	16	1 60	9	415

GRANT—

Beetown	1695 00	400 00	100 00	2	8	3	8	1	...	38	6	...	...	...	2	50
Blue River	650 00	800 00	60 00	4	4	2	6	...	...	...	...	...	...	...	1	220
Boscobel	200 00	...	...	7	1	...	1	...	1	...	...	...	...	...	...	...
Clifton	2495 00	550 00	100 00	8	8	...	8	...	...	...	...	...	...	...	...	...
Cassville	685 00	250 00	35 00	2	8	2	3	2	2	...	...	...	...	...	...	...
Ellenboro	900 00	300 00	5 00	6	6	...	6	...	...	...	...	...	...	...	...	...
Fennimore	2190 00	605 00	25 00	7	13	6	13	...	...	...	...	...	...	...	...	...
Glen Haven	850 00	300 00	40 00	3	5	1	5	1	4	...	...	...	...	...	...	...
Harrison	720 00	300 00	25 00	3	9	8	1	...	...	...	...	...	...	...	...	...
Hickory Grove	600 00	315 00	40 00	3	5	2	5	...	...	...	...	...	...	...	...	...
Hazel Green	7530 00	5000 00	160 00	3	4	...	2	4	...	835	...	...	...	...	1	50
Jamesstown	650 00	800 00	100 00	3	4	...	4	...	...	...	...	...	...	...	1	18
Little Grant	918 45	200 00	18 00	2	6	4	6	...	...	...	...	...	...	...	...	...
Lincoln	1550 00	500 00	...	9	9	9	1	1	...	40	90	...	...	...	...	...
Liberty	300 00	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...
Lancaster	4195 00	2500 00	50 00	1	10	...	12	...	...	...	...	...	...	...	1	75
Millville	1200 00	400 00	25 00	7	11	4	11	...	...	...	...	...	...	...	...	...
Muskego	2400 00	1500 00	200 00	...	6	...	...	1	...	...	...	...	...	...	...	...
Marion	400 00	300 00	100 00	1	...	...	2	...	...	...	...	...	...	...	...	...
Paris	1300 00	500 00	10 00	1	5	...	5	1	...	40	...	...	...	...	...	...
Patch Grove	1690 00	500 00	40 00	5	7	1	7	...	...	...	...	...	...	...	...	...
Platteville	8000 00	5000 00	250 00	6	...	7	2	...	...	...	...	...	...	...	2	60
Potosi	2980 00	1000 00	60 00	9	8	...	...	...	...	...	...	...	...	...	...	...

* No Report.

TABLE No. III.—continued.

Names of Counties and Towns.	Total valuation of School Houses.	Highest valuation of any School House.	Lowest valuation of any School House.	No. of School House Sites containing less than one acre.	No. of School House Sites unclosed.	No. Schools without Blackboard.	No. of Schools without Outline Maps.	No. of District Libraries.	No. of Joint Libraries.	No. Volumes in all the Libraries.	No. of Volumes loaned during the year.	Amount Library Fines collected.	Amount Library Fines expended.	Amount of Library Fines remaining unexpended.	No. of select and private Schools other than incorp'd Academies.	Average No. of Pupils attending Such Schools during the year.
GRANT—continued.																
Smelter	\$2860 00	\$700 00	\$30 00	6	6	1	5	1	1	453	28					8 473
Tafton	580 00	300 00	10 00	3	3	1	3	1								
Wyalusing	1900 00	500 00	150 00	3	4	1	4									
Waterloo	400 00	300 00	80 00	4	4	1										
Watertown	1250 00	400 00	50 00	4	4		5									
Wingville	49,939 45	5,000 00	5 00	100	150	63	133	12	8							
GREEN—																
Albany	8470 00	2000 00	70 00	5	5	3	6	8		62	40					
Adams	500 00	300 00	5 00		6		6		4	205						
Brooklyn	1700 00					4		2		24						
Cadiz	1320 00	300 00	20 00	6	6	1	7									
Clarno	2210 00	300 00	20 00	7	7	1	7									
Decatur	3585 00	1800 00	100 00	7	7		8									
Exeter	1260 00	350 00	10 00	5	4	1	6	1		78	73	\$0 20		\$0 20		

Jordan	255 30	150 00	5 00	6	7	2	7	1	24	.....	20	.....	.....
Jefferson	3750 00	700 00	200 00	5	8	.....	6	.....	17	.....	.....	.....	.....
Monroe	6009 00	2500 00	50 00	9	11	.....	9	.....	.....	.....	.....	.....	.....
Mt. Pleasant	1440 00	300 00	75 00	8	8	1	7	1	18	.....	.....	.....	.....
New Glarus	1155 00	250 00	100 00	3	7	2	3	2	267	.....	.....	.....	.....
Sylvester	2110 00	300 00	30 00	10	10	.....	9	.....	.....	.....	.....	.....	.....
Spring Grove	800 00	300 00	25 00	6	6	.....	5	.....	.....	.....	.....	.....	.....
Washington	855 00	250 00	35 00	7	7	1	6	6	140	129	.....	.....	.....
York	940 00	500 00	50 00	4	5	1	5	.....	.....	.....	20	.....	.....
	81,550 30	2,500 00	5 00	82	104	16	96	20	8	836	231	.....	.....
GREEN LAKE—													
Berlin City	800 00	550 00	250 00	2	2	.....	7	.....	1	108	240	.....	1
Berlin (town)	2115 00	400 00	80 00	6	6	.....	5	.....	.....	.....	.....	.....	.....
Brooklyn	1725 00	450 00	100 00	4	6	1	5	2	5	164	100	.....	.....
Dayton	600 00	400 00	200 00	2	2	.....	2	.....	.....	.....	.....	.....	.....
Forsyth	2195 00	400 00	20 00	9	10	2	9	.....	.....	.....	.....	.....	.....
Green Lake	485 00	300 00	15 00	4	4	1	4	3	.....	66	66	.....	.....
Kingston	215 00	200 00	15 00	2	2	.....	2	1	1	78	78	.....	.....
Kingston Village	2000 00	2000 00	2000 00	1	1	.....	1	1	.....	80	.....	.....	2
Markean Village	1500 00	400 00	50 00	6	6	.....	5	6	.....	101	.....	.....	1
Mackford	1548 00	400 00	20 00	6	3	.....	3	7	.....	196	91	.....	.....
Manchester	110 00	100 00	10 00	1	1	1	3	.....	.....	.....	.....	.....	.....
Marquette	1855 00	600 00	100 00	8	9	2	7	8	.....	280	672	.....	.....
Princeton	950 00	500 00	50 00	2	2	1	5	.....	.....	.....	.....	.....	.....
St. Marie	420 00	150 00	40 00	5	6	.....	5	.....	.....	.....	.....	.....	.....
Seneca	18,278 00	2,000 00	10 00	62	64	8	60	28	7	1,018	1,244	20	4
													172
Iowa—													
Arena	1888 00	300 00	60 00	11	11	1	12	.....	.....	.....	.....	.....	.....
Clyde	600 00	250 00	25 00	5	5	2	6	.....	.....	.....	.....	.....	.....
Dodgeville	4890 00	2000 00	60 00	8	11	1	11	6	1	185	160	.....	2
Highland	3650 00	1000 00	75 00	10	11	1	12	.....	.....	.....	.....	.....	25
Linden	3650 00	680 00	100 00	4	8	2	9	.....	.....	.....	.....	.....	1
Mineral Point	657 50	300 00	250 00	3	6	1	6	1	.....	31	.....	.....	80

TABLE No. III.—continued.

Names of Counties and Towns.	Total valuation of School Houses.	Highest valuation of any School House.	Lowest valuation of any School House.	No. of School House Sites containing less than one acre.	No. of School House Sites uninclosed.	No. Schools without Blackboard.	No. of Schools without Outline Maps.	No. of District Libraries.	No. of Joint Libraries.	No. Volumes in all the Libraries.	No. of Volumes loaned during the year.	Amount Library Fines collected.	Amount Library Fines expended.	Amount Library Fines remaining unexpended.	No. Select and Private Schools other than Incorp'd Academies.	Average No. of Pupils attending such Schools during the year.
Iowa—continued.																
Mineral Point City.	\$ 1950 00	\$ 1850 00	\$ 250 00	74	91	15	93	18	1	625	260	—	—	—	8	155
Mifflin	1620 00	600 00	60 00	7	8	1	2	—	—	230	10	—	—	—	—	—
Moscow	680 00	350 00	10 00	3	5	1	5	—	—	—	—	—	—	—	—	—
Pulaski	3745 00	1800 00	20 00	8	5	—	4	—	—	189	90	—	—	—	—	—
Ridgeway	1095 20	300 00	10 00	9	8	1	6	—	—	—	—	—	—	—	—	—
Waldwick	660 00	300 00	10 00	—	4	4	4	—	—	—	—	—	—	—	—	—
Wyoming	1790 00	500 00	100 00	6	5	—	6	—	—	—	—	—	—	—	—	—
	26890 70	2000 00	2 50	74	91	15	93	18	1	625	260	—	—	—	8	155
Jackson—																
Albion	2600 00	1000 00	50 00	4	4	—	4	—	—	—	—	—	—	—	—	—
Alma	959 00	300 00	25 00	7	7	4	8	2	—	100	75	—	—	—	—	—
Northfield	89 00	25 00	14 00	2	3	3	2	—	—	—	—	—	—	—	—	—
Hixton	485 85	200 00	50 00	3	4	6	4	—	—	—	—	—	—	—	—	—
Springfield	250 00	250 00	100 00	2	2	—	2	—	—	—	—	—	—	—	—	—

TABLE No. III.—*continued.*

Names of Counties and Towns.	Total valuation of School Houses.	Highest valuation of any School Houses.	Lowest valuation of any School House.	No of School House Sites containing less than one acre.	No. of School House Sites unclosed.	No. Schools without Blackboard.	Maps.	No. of District Libraries.	No. of Joint Libraries.	No. Volumes in all the Libraries.	No. of Volumes loaned during the year.	Amount Library Fines collected.	Amount Library Fines expended.	Amount of Library Fines remaining unexpended.	No. of select and private Schools other than incorporated Academies.	Average No. of Pupils attending such Schools during the year.
JURKAT—Continued.																
Lemonweir	\$1485 00	\$300 00	\$50 00	8	9	8	9	1	1	20	1	1	1	1	1	20
Mauston Village	2000 00	5000 00	10 00	4	8	2	1	1	1	1	1	1	1	1	1	1
Lindina	958 00	340 00	10 00	5	5	3	5	1	1	1	1	1	1	1	1	1
Plymouth	550 00	285 00	25 00	4	3	3	7	1	1	1	1	1	1	1	1	1
Kildare	760 00	300 00	25 00	5	5	3	7	1	1	1	1	1	1	1	1	1
Lyndon	950 00	350 00	50 00	7	7	7	7	1	1	1	1	1	1	1	1	1
Seven Mile Creek	825 00	75 00	50 00	6	6	4	9	1	1	1	1	1	1	1	1	1
Summit	450 00	250 00	50 00	9	7	4	9	1	1	1	1	1	1	1	1	1
Wonebas	1335 00	500 00	50 00	70	79	37	78	2	2	2	2	2	2	2	2	2
	13,868 00	2,500 00	10 00	70	79	37	78	2	2	2	2	2	2	2	2	20
KANOKA—																
Kenocah City	23000 00	10000 00	5000 00	1	1	1	1	1	1	328	100	1	1	1	1	1
Somers	2700 00	900 00	100 00	7	8	1	5	6	6	611	1900	1	1	1	1	1
Paris	1625 00	800 00	25 00	9	5	1	8	1	1	450	450	1	1	1	1	1
Brighton	1160 00	400 00	80 00	5	8	3	6	4	4	363	450	1	1	1	1	1

TABLE No. III.—Continued

Names of Counties and Towns.	Total valuation of School Houses.	Highest valuation of any School House.	Lowest valuation of any School House.	No. of School House Sites containing less than one acre.	No. of School House Sites united.	No. of Schools without Blackboards.	No. of Schools without Outline Maps.	No. of District Libraries.	No. of Joint Libraries.	No. of Volumes in all Libraries.	No. of Volumes loaned during the year.	Amount Library Fines collected.	Amount Library Fines expended.	Amount of Library Fines remaining unexpended.	No. Select and Private Schools other than Incorp'd Academies.	Average No. of Pupils attending such Schools during the year.
LA FAYETTE—																
Argyle	7595 00	7000 00	90 00	7	7	6	5	1	1	67	12					
Belmont	2215 00	1000 00	175 00	8	3	1	5	1		86						
Benton	2175 00	600 00	75 00	8	2	1	6			214	200	0 85		0 35	2	35
Center	2800 00	800 00	25 00	5	3	5	6	3								
Elk Grove	2180 00	600 00	50 00	6	2	6	6									
Fayette	1330 00	360 00	10 00	9	3	3	9									
Gratiot	864 00	200 00	10 00	9	2	2	9									
Kendall	1375 00	350 00	75 00	9	4	1	7									
Monticello	1677 00	457 00	220 00	2	2	1	4									
New Diggings	640 00	250 00	40 00	4	2	3	5	2		153	332					
Shullsburg	1349 00	500 00	149 00	5	4	3	5	1		187	250				3	30
Wayne	1975 00	400 00	10 00	3	2	2	7									
White Oak Springs	7 00	457 00	50 00	1	3	3	3	2	1	300	1300					
Willow Springs	1750 00	500 00	100 00	4	1	3	6									

Wicks	2775 00	800 00	25 00	11	11	33	101	12	928	3094	36	35	6 108
	30,890 00	7,000 00	10 00	70	87	33	101	10					
Manitowoc—													
Buchanan.....	433 00	200 00	8 00	4	2	8	5	1	25				
Cato.....	868 00	150 00	40 00	9	9	8	9						
Centerville.....	645 00	200 00	50 00	4	5	1	5	1	98				
Coopersstown.....	300 00	100 00	30 00	1	6	4	9						
Franklin.....	670 00	180 00	40 00	6	6	6	6						
Gibson.....	685 00	170 00	70 00	4	7	3	7						
Kosuth.....	823 00	800 00	50 00	2	5		5	5	149	332			
Manitowoc.....	3083 00	1500 00	200 00	8	8		2	3	458	486	0 26		
Manitowoc Rapids.....	1400 00	400 00	100 00	6	6	1	2						
Maple Grove.....	885 00	150 00	120 00	3	8	1	3						
Meeme.....	985 00	450 00	30 00	5	6	1	6						
Mishicot.....	975 90	265 00	60 00	5	5	2	4						
Newton.....	490 00	150 00	50 00	4	5		5	2	20				
Rockland.....	761 00	196 00	100 00	5	5	3	5						
Rowley.....	800 00	300 00	.....	1	1	1	1						
Schlewig.....	655 00	150 00	25 00	4	6	2	4	6	69	41			
Two Rivers.....	1940 00	1000 00	60 00	4	5		5	1	180	110			
	15,239 00	1500 00	8 00	70	85	81	80	19	927	939	25		
MARATHON—													
Wausau.....	390 00	275 00	20 00	1	1	2	2						
Madison.....	500 00	500 00	.....	2	2								
Weston.....	20 00	.....	.....	1	1	1	1						
Knowlton.....	100 00	.....	.....	1	1	1	1						
Jenny.....	650 00	650 00	650 00	1	2		2						
Texas.....	.....	.....	.....	.....	.....	.....	.....	.....					
Berlin.....	539 00	140 00	125 00	1	8		.....	.....					
Marathon.....	227 21	177 00	150 00	1	2	2	2						
Stettin.....	.....	.....	.....	1	1	1	1						
	2,426 21	650 00	20 00	9	17	9	11						

TABLE No. III.—continued.

Names of Counties and Towns.	Total valuation of School Houses.	Highest valuation of any School House.	Lowest valuation of any School House.	No. of School Houses containing less than one acre.	No. of School Houses since unclosed.	No. Schools without Blackboard.	No. of Schools without Outline Maps.	No. of District Libraries.	No. of Joint Libraries.	No. Volumes in all the Libraries.	No. Volumes loaned during the year.	Amount Library Fines collected.	Amount Library Fines expended.	Amount of Library Fines remaining unexpended.	No. Select and Private Schools other than Incorp'd Academies.	Average No. of Pupils attending such Schools during the year.
MARQUETTE—																
Newton	\$ 420	\$ 100	\$ 25	5	8	10	8	1	1	71	24	.....	.....	.....	.....	.....
Montello	1740	1200	100	3	8	1	1	2	.....	38	4	.....	.....	.....	.....	.....
Shields	245	120	50	3	8	1	1	1	.....	.....	.....	.....	.....	.....	.....	.....
Mecan	881	200	20	3	5	1	1	1	.....	.....	.....	.....	.....	.....	.....	.....
Crystal Lake	390	200	40	3	8	.....	4	.....	.....	.....	.....	.....	.....	.....	.....	.....
Harris	550	300	50	3	8	.....	3	.....	.....	.....	.....	.....	.....	.....	.....	.....
Oxford	550	200	150	1	3	.....	2	.....	.....	.....	.....	.....	.....	.....	.....	.....
Neeshkoro	200	100	100	2	1	.....	3	.....	.....	.....	.....	.....	.....	.....	.....	.....
Westfield	350	200	50	.....	.....	.....	3	.....	.....	.....	.....	.....	.....	.....	.....	.....
Douglas	1140	400	40	4	4	.....	5	.....	.....	96	.....	.....	.....	.....	.....	.....
Buffalo	1160	250	25	7	1	1	8	.....	.....	.....	.....	.....	.....	.....	.....	.....
Springfield	210	150	10	3	8	2	5	.....	.....	.....	.....	.....	.....	.....	.....	.....
Moundville	450	240	55	4	4	3	7	.....	.....	188	65	.....	.....	.....	.....	.....
Packwaukee	845	300	20	7	6	3	7	1	1	44	.....	.....	.....	.....	.....	.....
	8571 00	1200 00	10 00	52	46	14	61	10	3	382	93	.....	.....	.....	.....	.....

MILWAUKEE--														
Franklin	1900 00	320 00	125 00	...	5	...	2	6	5	349	952	...	...	45
Greenfield	3125 00	600 00	25 00	13	9	1	7	6	...	76	...	...	1	...
Wauwatosa	5025 00	800 00	25 00	13	10	...	7	...	...	...	...	...	...	...
Granville	1585 00	360 00	5 00	11	...	...	11	4	...	...	...	...	...	...
Lake	2250 00	1200 00	25 00	6	6	...	6	6	...	198	98	...	9	60
Oak Creek	3815 00	1040 00	30 00	10	2	...	4	8	9	460	...	...	...	...
Milwaukee	1450 00	400 00	40 00	9	9	...	1	...	...	...	...	...	...	...
Milwaukee City	112208 61	28812 19	2100 00	9	...	...	...	...	...	...	...	...	...	...
	130738 61	28812 19	5 00	79	52	1	37	29	7	1075	976	...	3	105
Monroe--														
Sparta	3800 00	1000 00	25 00	9	10	1	10	2	...	2	...	...	...	...
Clifton	200 00	...	...	1	1	1	1	...	...	...	...	...	...	...
La Fayette	700 00	300 00	60 00	4	3	...	4	...	...	...	...	...	...	...
Leon	1295 00	300 00	30 00	7	7	3	9	...	...	...	...	...	...	...
Tomah	940 00	230 00	100 00	3	7	4	6	...	...	...	...	...	...	...
Wilton	800 00	300 00	5 00	5	4	1	5	...	...	...	...	...	...	...
Jefferson	280 00	150 00	60 00	4	4	1	8	...	...	...	...	...	...	...
Anglo	925 00	500 00	50 00	4	4	...	4	...	...	...	...	...	...	...
Adrian	900 00	400 00	100 00	3	...	3	4	...	...	...	...	...	...	...
Glendale	655 00	200 00	125 00	5	5	3	5	...	...	...	...	...	...	...
Eaton	400 00	...	...	1	...	...	...	...	...	...	...	...	...	...
Sheldon	360 00	200 00	30 00	3	4	4	4	...	...	...	...	...	...	...
Little Falls	400 00	3 6 00	60 00	...	3	2	8	...	...	...	...	...	...	...
Portland	600 00	299 00	30 00	4	4	4	4	...	...	...	...	...	...	...
Wellington	300 00	300 00	25 00	4	5	3	5	...	...	...	...	...	...	...
Greenfield	1235 00	350 00	25 00	9	10	...	10	...	...	...	...	...	...	...
Ridgerville	794 87	225 00	75 00	4	5	2	5	1	...	...	22	...	...	...
Le Roy	200 00	200 00	...	3	3	2	3	...	...	...	...	...	...	...
	14864 87	1000 00	25 00	76	79	31	67	8	...	2	38	...	...	...
Oconto--														
Oconto	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Sules	900 00	650 00	250 00	3	2	1	3	...	...	...	...	...	...	...

TABLE No. III.—*continued.*

Names of Counties and Towns.	Total valuation of School Houses.	Highest valuation of any School House.	Lowest valuation of any School House.	No. of School House Sites containing less than one acre.	No. of School House Sites united.	No. of Schools without Blackboard.	No. of Schools without Outline Maps.	No. of District Libraries.	No. of Joint Libraries.	No. Volumes in all Libraries.	No. of Volumes loaned during the year.	Amount Library Fines expended.	Amount of Library Fines remaining unexpended.	No. Select and Private Schools other than Incorp'd Academies.	Average No. of Pupils attending such Schools during the year.
Oconto—continued.															
Peabigo.....	\$875 00	\$400 00	\$100 00	3	3	1	2	.....	.....	.....	.....	.....	.....	.....	.....
Pensaukee.....	1540 00	1000 00	540 00	1	2	1	2	.....	.....	.....	.....	.....	.....	.....	.....
Oconto Village.....	2000 00	1700 00	300 00	2	1	.....	2	.....	.....	.....	.....	.....	.....	.....	.....
Suamico.....	.....	.....	.....	2	2	2	2	.....	.....	.....	.....	.....	.....	.....	.....
Marinette.....	.....	.....	.....	18	13	5	11	.....	.....	.....	.....	.....	.....	.....	.....
	5,315 00	1,700 00	100 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
OZAUKIE—															
Belgium.....	400 00	100 00	20 00	7	8	.....	.....	8	.....	131	69	.....	.....	.....	.....
Cedarburg.....	4700 00	3400 00	20 00	7	6	3	5	2	.....	160	50	.....	.....	.....	45
Fredonia.....	1300 00	650 00	15 00	8	8	8	9	1	.....	47	4	.....	.....	.....	.....
Grafton.....	1767 00	1000 00	50 00	6	6	.....	.....	.....	.....	25	25	.....	.....	.....	25
Mequon.....	1855 00	500 00	20 00	13	14	.....	5	13	.....	837	382	.....	.....	.....	300
Port Washington.....	4500 00	4000 00	30 00	7	6	.....	.....	.....	.....	.....	.....	.....	.....	.....	15
Saukville.....	1400 00	300 00	50 00	11	11	.....	10	9	2	16	12	.....	.....	.....	.....
	15,912 00	4,000 00	15 00	59	56	6	37	34	2	1,205	543	.....	.....	.....	785

OTTAWA--																																		
Appleton City	8370 00	5700 00	100 00	3	2	1	2	2	65	10	286	198	6	130																				
Bovina	919 00	400 00	15 00	5	5	3	3	1	5	5	2	2	4	130																				
Buchanan	323 00	175 00	50 00	8	3	3	3	1	3	1	2	2	4	130																				
Center	1000 00	350 00	50 00	4	3	1	3	1	3	1	2	2	4	130																				
Dale	800 00	500 00	50 00	6	5	8	6	1	6	1	46	36	7	130																				
Ellington	990 80	400 00	02	6	6	8	7	1	7	1	42	36	7	130																				
Embarras	835 00	300 00	250 00	2	1	1	2	1	2	1	42	36	7	130																				
Freedom	275 00	100 00	75 00	3	3	1	3	1	11	1	23	8	1	130																				
Grand Chute	1060 00	300 00	10 00	5	11	1	11	1	11	1	23	8	1	130																				
Greenville	1940 00	600 00	35 00	9	10	1	10	2	10	2	87	132	1	130																				
Hortonia	800 00	200 00	100 00	5	5	1	5	1	5	1	106	20	1	130																				
Kaukauna	700 00	300 00	100 00	4	8	1	4	3	4	3	106	20	1	130																				
Liberty	427 00	300 00	15 00	2	1	1	2	1	2	1	106	20	1	130																				
Osborn	90 00	90 00	90 00	1	1	1	2	1	2	1	106	20	1	130																				
18,620 80	5,700 00	02	67	58	14	65	10	286	198	6	130																							
PEKIN--																																		
Albany	225 00	300 00	25 00	2	4	1	4	1	4	1	4	1	4	130																				
Bear Creek	1470 00	900 00	120 00	4	2	2	2	2	2	2	2	2	2	130																				
Frankfort	70 00	45 00	25 00	2	2	2	2	2	2	2	2	2	2	130																				
Lima	200 00	200 00	200 00	1	1	1	1	1	1	1	1	1	1	130																				
Pepin	295 00	295 00	295 00	1	1	1	1	1	1	1	1	1	1	130																				
Stockholm	850 00	600 00	100 00	3	3	3	3	3	3	3	3	3	3	130																				
Waukeek	3,110 00	900 00	25 00	11	13	5	15	3	15	3	15	3	15	130																				
Prescott--																																		
Prescott City	2500 00	350 00	200 00	4	8	2	4	2	4	2	4	2	4	130																				
Clifton	1400 00	300 00	200 00	2	2	2	2	2	2	2	2	2	2	130																				
Marcell	400 00	200 00	48 00	1	8	2	2	2	2	2	2	2	2	130																				
Oak Grove	748 00	410 00	50 00	2	2	2	2	2	2	2	2	2	2	130																				
Trimbelle	250 00	200 00	50 00	1	3	3	3	3	3	3	3	3	3	130																				
Perry	68 00	48 00	20 00	1	1	1	1	1	1	1	1	1	1	130																				
El Paso	600 00	600 00	600 00	1	1	1	1	1	1	1	1	1	1	130																				
Diamond Bluff	600 00	600 00	600 00	1	1	1	1	1	1	1	1	1	1	130																				

TABLE No. III.—continued.

Names of Counties and Towns.	Total valuation of Sch'l Houses.	Highest valuation of any School House.	Lowest valuation of any School House.	No. of School House sites containing less than one acre.	No. of School House sites uninclosed.	No. Schools without Blackboards	No. of Schools without Outline Maps.	No. of District Libraries.	No. of Joint Libraries.	No. Volumes in all the Libraries.	No. of Volumes loaned during the year.	Amount Library fines collected.	Amount Library fines expended.	Amount of Library fines remaining unexpended.	No. of select and private Schools other than incorporated academies.	Average No. of Pupils attending, such schools during the year.
Prisons—continued.																
Trenton.....	\$350 00	\$350 00	\$350 00	1	1	1	1	1	1	1	1	1	1	1	1	1
Hartland.....	250 00	250 00	250 00	1	1	1	1	1	1	1	1	1	1	1	1	1
Pleasant Valley.....	1190 00	740 00	450 00	2	2	4	4	1	1	1	1	1	1	1	1	1
Isabella.....	1400 00	350 00	150 00	3	3	6	6	1	1	1	1	1	1	1	1	1
River Falls.....	9156 00	740 00	20 00	16	21	16	29	1	1	1	1	1	1	1	1	1
Police—																
Alden.....	800 00	708 00	100 00	1	3	1	3	1	1	1	1	1	1	1	1	1
Farmington.....	700 00	700 00	100 00	1	1	1	1	1	1	1	1	1	1	1	1	1
Oscoda.....	800 00	650 00	150 00	2	2	2	4	1	1	1	1	1	1	1	1	1
St. Croix Falls.....	.....	.....	.....	2	2	2	3	1	1	1	1	1	1	1	1	1
Sterling *.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	2800 00	700 00	100 00	4	6	2	12	1	1	1	1	1	1	1	1	1

* No Report.

TABLE NO. III—continued.

Names of Counties and Towns.	Total valuation of School Houses.	Highest valuation of any School House.	Lowest valuation of any School House.	No. of School House Sites containing less than one acre.	No. of School House Sites uninclosed.	No. Schools without Blackboard.	No. of Schools without Outline Maps.	No. of District Libraries.	No. of Joint Libraries.	No. Volumes in all the Libraries.	No. of Volumes loaned during the year.	Amount Library Fines collected.	Amount Library Fines expended.	Amount of Library Fines remaining unexpended.	No. of select and private Schools other than incorp'd Academies.	Average No. of Pupils attending Such Schools during the year.
Roxland—continued.																
Buena Vista.....	\$ 2325 00	\$ 750	\$ 50	8	5	1	8	1	1	30	200	\$ 15	\$ 15	\$ 10 00	1	12
Dayton.....	1425 75	235	75	7	7	4	7	1	1	100	100	1	1	1	1	12
Eagle.....	882 00	200	25	5	8	3	11	1	1	1	1	1	1	1	1	1
Forest.....	753 00	200	50	4	9	3	6	1	1	1	1	1	1	1	1	1
Henrietta.....	350 00	200	50	4	8	3	6	1	1	1	1	1	1	1	1	1
Ithira.....	2016 00	200	15	10	9	1	10	6	1	124	124	64	64	64	1	25
Marshall.....	450 00	100	50	6	8	3	6	1	1	1	1	1	1	1	1	1
Richwood.....	1800 00	250	50	6	8	3	6	1	1	1	1	1	1	1	1	1
Richmond.....	850 00	300	100	5	5	4	7	1	1	1	1	1	1	1	1	1
Rockbridge.....	150	150	25	6	7	1	7	1	1	1	1	1	1	1	1	22
Richland.....	3257 00	2500	50	6	7	1	7	1	1	1	1	1	1	1	1	1
Sylvan.....	716 50	200	21	6	7	4	5	1	1	15	15	15	15	15	7	120
Willow.....	1195 00	300	60	6	7	5	7	1	1	1	1	1	1	1	1	1
Westford.....	1000 00	400	25	7	7	5	7	1	1	1	1	1	1	1	1	1
	14712 14	2500 00	15 00	87	98	45	110	9	1	30	439	94	15	10 00	12	179

ROCK--															
Avon.....	1950	300	50 00	10	10	4	11	7	4	.....	324	4 00	4 00	.....	.....
Bradford.....	1925	360	75 00	7	4	.....	4	8	5	275	.....	.....	.....	.....	.....
Beloit.....	610	300	60 00	6	5	.....	4	2	.....	48	.....	.....	.....	.....	.....
Clinton.....	2050	1000	100 00	6	5	.....	4	1	.....	68	67	.....	.....	1	30
Center.....	2000	700	200 00	2	5	.....	6	1	.....	42	.....	.....	.....	42	.....
Fulton.....	2500	10 00	10 00	10	10	.....	10	2	.....	24	.....	.....	.....	24	.....
Harmony.....	6072	400	20 00	8	6	.....	8	7	1	428	571	.....	.....	428	.....
Janeville.....	2925	500	175 00	7	2	.....	9	4	2	142	.....	.....	.....	.....	.....
Johnstown.....	2115	500	15 00	6	6	.....	11	.....	.....	.....	.....	.....	.....	.....	.....
La Prairie.....	2000	750	150 00	6	1	.....	7	4	.....	288	235	20	20	.....	1 30
Lima.....	2640	540	10 00	12	12	.....	12	12	.....	.....	.....	.....	.....	.....	.....
Magnolia.....	726	250	25 00	7	7	.....	7	.....	.....	.....	.....	.....	.....	.....	.....
Milton.....	1500	550	200 00	5	5	.....	4	6	3	498	448	.....	.....	.....	.....
Newark.....	980	300	15 00	9	9	1	8	9	.....	162	213	.....	.....	.....	.....
Porter.....	2458	800	25 00	5	6	.....	7	.....	.....	.....	.....	.....	.....	.....	.....
Plymouth.....	2450	1000	150 00	6	5	1	4	.....	.....	.....	.....	.....	.....	.....	.....
Spring Valley.....	1716	400	50 00	7	7	8	1	1	.....	16	6	.....	.....	.....	.....
Rock.....	3565	500	15 00	13	11	.....	12	.....	.....	.....	.....	.....	.....	.....	.....
Turtle.....	7100	4000	100 00	9	8	.....	8	.....	.....	.....	.....	.....	.....	.....	.....
Union.....	3050	600	50 00	8	10	.....	10	.....	.....	.....	.....	.....	.....	.....	.....
Beloit City.....	18000	14000	4000 00	.....	1	.....	.....	2	.....	292	.....	.....	.....	.....	.....
Janeville City.....	68000	83000	350 00	5	2	.....	7	.....	.....	.....	.....	.....	.....	.....	4 50
	134456 00	32000	50	154	137	14	143	60	15	2188	1859	4 20	4 20	.....	3 110
SAUK--															
Spring Green.....	675 00	500	15	5	4	2	5	4	.....	53	16	.....	.....	.....	.....
Troy.....	1800 00	500	50	4	6	2	2	5	.....	166	218	.....	.....	.....	.....
Prairie du Sac.....	6750 00	2500	50	8	3	1	6	6	.....	446	348	30	30	2	100
Bear Creek.....	965 00	300	.....	8	5	3	8	.....	.....	.....	.....	.....	.....	.....	.....
Franklin.....	640 00	335	5	5	5	5	5	1	.....	9	2	.....	.....	.....	.....
Honey Creek.....	1381 27	360	30	8	9	.....	5	6	3	139	33	.....	.....	.....	.....
Kingston.....	1925 00	600	75	3	6	.....	6	.....	.....	.....	.....	.....	.....	.....	.....
Merrimac.....	580 00	250	1	6	6	1	5	6	.....	149	71	05	05	.....	.....
Washington.....	970 00	200	50	8	8	4	8	.....	.....	.....	.....	.....	.....	.....	.....
Westfield.....	800 00	300	20	6	6	.....	4	1	.....	57	60	.....	.....	.....	.....

TABLE No. III.—continued.

Names of Counties and Towns.	Total valuation of School Houses.	Highest valuation of any School House.	Lowest valuation of any School House.	No. of School House Sites containing less than one acre.	No. of School House Sites united.	No. of Schools without Blackboard.	No. of Schools without Outline Maps.	No. of District Libraries.	No. of Joint Libraries.	No. Volumes in all Libraries.	No. of Volumes loaned during the year.	Amount Library Fines collected.	Amount Library Fines expended.	Amount of Library Fines remaining unexpended.	No. Select and Private Schools other than Incorpd. Academies.	Average No. of Pupils attending such Schools during the year.
SAUK—continued.																
Freedom	\$ 375 00	\$ 200 00	.....	4	5	.....	5	2	.....	65	3	.....	.....	.....	.....	.....
Baraboo.....	2240 00	1000 00	.....	6	5	.....	5	3	.....	.....	108	.....	.....	.....	.....	.....
Greenfield	1185 00	300 00	\$ 100 00	6	5	.....	5	.....	.....	.....	.....	.....	.....	.....	.....	.....
Ironton	1695 00	1000 00	100 00	7	7	2	7	.....	.....	.....	.....	.....	.....	.....	.....	.....
Reedsburg	2515 00	1500 00	.....	10	10	.....	10	1	.....	84	450	.....	.....	.....	.....	.....
Excelsior	1046 00	800 00	.....	6	6	.....	8	2	.....	17	.....	.....	.....	.....	.....	.....
Fairfield	1550 00	300 00	175 00	4	5	6	5	.....	.....	.....	.....	.....	.....	.....	.....	.....
Woodland	350 00	300 00	.....	5	5	2	4	.....	.....	.....	.....	.....	.....	.....	.....	.....
Marion	3000 00	1000 00	50 00	6	10	1	9	.....	.....	.....	.....	.....	.....	.....	.....	.....
Winfield	567 00	100 00	58 00	7	7	8	7	1	.....	.....	.....	.....	.....	.....	.....	.....
Dellona	1270 00	300 00	20 00	6	5	2	6	.....	.....	.....	.....	.....	.....	.....	.....	.....
New Buffalo	4500 00	2500 00	100 00	7	7	.....	7	1	.....	84	408	\$1 50	\$3 70	.....	.....	.....
	36,729 27	2,500 00	1 00	135	138	28	135	36	8	1,255	1,708	1 56	2 70	\$0 35	2	100
SHAWANO—																
Shawano.....	300 00	150 00	150 00	1	18		2	1	1	50						

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TABLE No. III.—continued.

Names of Counties and Towns.	Total valuation of School Houses	Highest valuation of any School House.	Lowest valuation of any School House.	No of School House Sites containing less than one acre.	No. of School House Sites unclosed.	No. Schools without Blackboard	No. of Schools without Outline Maps.	No. of District Libraries.	No. of Joint Libraries.	No. Volumes in all the Libraries.	No. of Volumes loaned during the year.	Amount Library Fines collected.	Amount Library Fines expended.	Amount of Library Fines remaining unexpended.	No. of select and private Schools other than incorp'd Academies.	Average No. of Pupils attending such Schools during the year.
St. Clair—continued.																
Warren.....	610	\$ 250	\$ 160	3	1	3	2	1	1	30	190	16	75	1	25	
Rush River.....	1060	800	250	2	3	3	2	2	2	148	190	16	75	1	25	
Troy.....	375	350	25	5	5	5	5	1	1	178	180	16	75	1	25	
Star Prairie.....																
	8455 00	1500 00	20 00	29	28	10	36	1	1							
Trempealeau—																
Arcadia.....	40	40	40	1	1	3	4	1	1	30	190	16	75	1	25	
Caledonia.....	925	450	120	1	3	3	2	3	3	178	180	16	75	1	25	
Gale.....	1030	500	30	3	3	3	3	2	2	148	190	16	75	1	25	
Preston.....	625	400	225	1	2	3	3	1	1	178	180	16	75	1	25	
Sumner.....	800	500	25	5	7	2	7	1	1	148	190	16	75	1	25	
Trempealeau.....	1000	400	25	5	7	2	7	1	1	148	190	16	75	1	25	
	4420 00	500 00	25 00	11	18	7	19	4	3	178	180	16	75	1	25	

Memoranda	2375 00	600 00	20 00	11	8	3	8	6	103	16			1
	54,630 00	9000 00	10 00	121	91	5	89	51	13	1008	878		1 137
WAUPACA—													
Dayton	1495 00	300 00	10 00	7	7	1	9						
Farmington	1000 00	330 00	20 00	5	6	2	6						
Scandinavia	550 00	150 00	75 00	6	4	2	6						
Iola	755 00	400 00	25 00	4	4	4	5						
Lind	860 00	300 00	25 00	10	10								
Waupaca	620 00	200 00		7	7		6						
St. Lawrence	290 00	200 00	20 00	4	4	1	4	1	31				
Weyauwega	1521 00	407 00	24 00	9	8	3	8	1	40	40		10 00	
Royalton	1335 00	505 00	50 00	4	4		3						
Little Wolf	825 00	500 00	75 00	4	4	3	4						
Union	250 00	180 00	120 00	2	2	3	2					10 00	
Caledonia	510 00	300 00	50 00	4	3	2			63	46			
Mukwa	2160 00	600 00	75 00	4	4				12				
Lebanon	325 00	80 00	45 00	6	6	6	6	1	52				
Bear Creek	125 00	75 00		3	1	3		1					
Matteson	110 00	60 00	50 00	3	3								
	12,731 00	600 00	10 00	82	77	31	59	6	198	86		20 00	
WAUSHA—													
Aurora	1750 00	500 00	5 00	6	6		7						
Bloomfield	678 00	215 00	80 00	5	5	1	5						
Coloma	605 00	375 00	80 00	2	1	2	5	1	21	45			
Dakota	760 00	300 00	50 00	3	6	1	5						
Deerfield	405 00	75 00	25 00	3	5	1	5						
Hancock	750 00	250 00	100 00	4	4	1	4						
Leon	1316 00	350 00	20 00	6	10		10						
Marion	1260 00	400 00	30 00	6	9	1	9						
Mt. Morris	332 00	100 00	12 00	6	6	3	7						
Oasis	1120 00	350 00	15 00	7	7	3	7						
Plainfield	2585 00	425 00	20 00	8	9	1	9						
Poyssippi	595 00	200 00	10 00	7	7	2	7						

TABLE No. III.—continued.

Names of Counties and Towns.	Total valuation of School Houses.	Highest valuation of any School House.	Lowest valuation of any School House.	No. of School House Sites containing less than one acre.	No. of School House Sites united.	No. Schools without Blackboard.	No. of Schools without Outline Maps.	No. of District Libraries.	No. of Joint Districts.	No. Volumes in all the Libraries.	No. of Volumes loaned during the year.	Amount Library Fines collected.	Amount Library Fines expended.	Amount of Library Fines remaining unexpended.	No. of select and private Schools other than incorp'd Academies.	Average No. of Pupils attending such Schools during the year.
W. UHARA—continued.																
Richford	\$655 00	\$300 00	\$25 00	5	5	4	6	1	1	21	45				1	30
Rose	50 00	50 00	50 00	1	1	1	1	1	1						1	30
Sareville	1000 00	350 00	50 00	6	6	1	6	1	1							
Springwater	300 00	100 00	60 00	1	1	1	1	4	1							
Warren	445 00	200 00	40 00	5	5	1	5	1	1							
Watoma	3225 00	8000 00	25 00	3	6		5	5	1							
	17,790 00	3,000 00	5 00	84	97	23	107	1	1	21	45				1	30
W. UHARA—																
Algona	1000 00	350 00	100 00	4	1	1	3	4	1	20	14					182
Black Wolf	665 00	200 00	10 00	5	5		2	1	1	3	63					
Clayton	2000 00	450 00	30 00	1	11	1	11	1	1	271	692				2	
Neenah	5000 00	3000 00	100 00	5	6	1	6	1	1	21	692					
Nekimi	1085 00	300 00	60 00	6	6		6	1	1	21	692					
Nepeuskun	1160 00	300 00	10 00	5	5		4	1	1	21	692					
Menasha	9050 00	7000 00	50 00	6	7	2	6	1	1	45	692					

TABLE No. III.—RECAPITULATION.

Names of Counties.	Total valuation of School Houses,	Highest valuation of any School House.	Lowest valuation of any School House.	No. of School House Sites containing less than one acre.	No. of School House Sites united.	No. Schools without Blackboard.	No. of Schools without Outlines Maps.	No. of District Libraries.	No. of Joint Libraries.	No. Volumes in all the Libraries.	No. of Volumes loaned during the year.	Amount Library Fines collected.	Amount Library Fines expended.	Amount Library Fines remaining unexpended.	No. Select and Private Schools other than Incorp'd Academies.	Average No. of Pupils attending such Schools during the year.
Adams.....	\$ 9821 00	\$ 500 00	\$15 00	62	71	23	73	8	1	46	34	\$	\$	\$ 50	1	40
Ashland.....	25 00	25 00	25 00	2	...	68	103	3	...	...	...	...	...	...	1	30
Bad Ax.....	11159 50	800 00	6 00	83	93	68	109	19	...	...	...	...	...	...	...	...
Brown.....	14768 09	4000 00	40 00	45	45	31	44	7	...	437	1119	...	...	...	7	463
Buffalo.....	4696 00	1400 00	10 00	17	21	11	25	...	...	...	...	...	...	...	...	...
Calumet.....	38-3 20	400 00	1 00	38	35	17	43	9	1	320	28	...	...	...	8	80
Chippewa.....	2650 00	1000 00	100 00	4	5	2	2	1	...	...	...	...	...	8 03	1	90
Clark.....	1215 00	400 00	10 00	1	8	4	8	...	...	...	...	...	...	...	...	...
Columbia.....	39882 25	6000 00	5 00	121	125	20	132	47	8	1649	1041	20	3 10	10	2	75
Crawford.....	17802 00	4838 00	5 00	63	66	53	65	1	...	...	...	...	...	...	...	...
Paine.....	71923 00	7000 00	5 00	197	210	20	208	58	13	1790	915	5	6	...	20	409
Dodge.....	63140 00	8000 00	1 00	178	151	20	169	116	28	4106	4023	...	6 50	4 00	9	190
Doof.....	2773 00	950 00	25 00	8	10	12	19	...	...	2	...	...	...	...	...	...
Douglas.....	1300 00	600 00	300 00	8	8	...	...	...	...	...	...	...	...	...	...	...
Dunn.....	8450 00	550 00	100 00	16	13	6	21	...	...	...	...	...	...	...	...	...
Kau Claire.....	3859 75	1600 00	10 00	11	12	10	18	1	...	80	13	...	...	80	2	38

Fond du Lac.....	52192 10	3000 00	10 00	154 138	19 149	58 20	2018	918	1 75	15	1 60	9 415
Grant.....	49339 45	5000 00	5 00	100 150	52 128	12 8	458	28	.....	.....	.....	8 473
Green.....	31550 30	25 0 00	5 00	82 104	16 96	20 8	835	231	20	.....	20	.....
Green Lake.....	18973 00	2000 00	10 00	62 64	8 60	28 7	1018	1244	20	.....	20	4 172
Iowa.....	26890 70	2000 00	2 50	74 91	15 93	13 1	623	260	.....	.....	.....	8 155
Jackson.....	6153 85	1000 00	14 00	28 30	16 31	2	100	75	.....	.....	.....	.....
Jefferson.....	32985 00	4500 00	5 00	118 115	26 106	42 18	987	828	80	55	80	8 217
Juneau.....	18853 00	2500 00	10 00	70 79	37 76	2	2	.....	.....	.....	.....	1 20
Keweenaw.....	36197 00	10000 00	25 60	44	46 34	5	1979	2232	.....	.....	.....	1 40
Keweenaw.....	5219 00	900 00	30 00	16 21	18 27	.....	.....	.....	.....	.....	.....	.....
La Crosse.....	24689 00	7000 00	40 00	42 38	17 39	4	164	117	40	.....	50	2
La Fayette.....	30820 00	7000 00	10 00	70 87	33 101	10 2	928	2094	35	.....	35	6 166
La Pointe.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Manitowoc.....	15298 00	1500 00	8 00	70 85	31 60	19	927	939	25	.....	.....	.....
Marathon.....	2426 21	650 00	20 00	9 17	9 11	.....	.....	.....	.....	.....	.....	.....
Marquette.....	8571 00	1200 00	10 00	62 46	14 61	10 2	839	93	.....	.....	.....	3 47
Milwaukee.....	130748 61	28812 00	5 00	78 52	1 37	29 7	1075	275	.....	.....	.....	3 105
Monroe.....	14984 87	1000 00	25 00	76 79	31 87	8	2	38	.....	.....	.....	.....
Oconto.....	5315 00	1700 00	100 00	13 13	6 11	.....	.....	.....	.....	.....	.....	.....
Outagamie.....	18620 80	5700 00	02	57 58	14 65	10	286	198	.....	.....	.....	5 130
Ozaukee.....	15912 00	4000 00	15 00	59 56	6 37	31 2	1205	542	.....	.....	.....	7 385
Pepin.....	3111 00	900 00	25 00	11 13	5 15	.....	.....	.....	.....	.....	.....	.....
Pierce.....	9156 00	740 00	20 00	15 21	16 29	.....	.....	.....	.....	.....	.....	.....
Polk.....	2300 00	700 00	100 00	4	6 2	12	.....	.....	.....	.....	.....	.....
Portage.....	15600 00	5375 00	10 00	56 61	34 69	7 8	330	1165	66	.....	5 00	2 40
Racine.....	69050 00	7000 00	10 00	77 67	5 69	60 22	4341	6710	49 86	.....	49 76	1 50
Richland.....	14712 64	2500 00	15 10	87 96	45 110	9	30	439	94	15	10 00	12 179
Rock.....	134456 00	32000 00	50 154	137	14 143	60 15	2188	1859	4 20	4 20	35	3 110
Sauk.....	36729 27	2500 00	1 00	135 138	28 135	36 8	1265	1708	1 85	2 70	35	2 100
Shawano.....	775 00	150 00	25 00	5 7	3 7	1 2	100	.....	.....	.....	.....	.....
Sheboygan.....	28199 00	2000 00	1 06	103 95	13 96	46 8	1402	467	.....	.....	.....	7 989
St. Croix.....	8455 00	1500 00	20 00	29 28	10 36	.....	.....	.....	.....	.....	.....	.....
Templeau.....	4420 00	500 00	25 00	11 18	7 19	4 2	178	190	16	.....	75	1 25
Walworth.....	46057 60	5000 00	5 00	128 114	12 118	37 12	1265	488	.....	.....	.....	4 169
Washington.....	16171 00	1500 00	2 00	101 86	6 88	47	1068	630	.....	.....	.....	6 114

TABLE NO. III.—RECAPITULATION.—continued.

Names of Counties	Total valuation of School Houses.	Highest valuation of any School House.	Lowest valuation of any School House.	No. of School House Sites containing less than one acre.	No. of School House Sites unclosed.	No. Schools without Blackboard.	No. of Schools without Outline Maps.	No. of District Libraries.	No. of Joint Libraries.	No. Volumes in all the Libraries	No. Volumes loaned during the year.	Amount Library Fines collected.	Amount Library Fines expended.	Amount of Library Fines remaining unexpended.	No. Select and Private Schools other than Incorp'd Academies.	Average No. of Pupils attending such Schools during the year.
Wakeha,	\$ 64630 00	\$ 9000 00	\$10 00	121	91	5	89	61	13	1008	878	\$	\$	\$	7	137
Wanpaca,	12781 00	600 00	10 00	82	77	31	59	6	.....	188	86	.....	.....	.....	20	.....
Waukeha,	17690 00	3000 00	5 00	84	97	23	107	1	.....	21	45	.....	.....	.....	1	30
Winnebago,	47825 00	7000 00	5 00	92	83	12	90	8	3	500	706	.....	.....	.....	31	771
Wood,	3140 00	600 00	50 00	8	8	6	18	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total.....	1,814,386 09	32,00 00	02 3430 3376	942 3562	961	214	35939	32645	61 86	17 40	82 64	161 6473	.....	.....	.....	.....



